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ABSTRACT

This bibliography lists resource and instructional materials for use by classroom teachers as they design and implement educational programs on worldmindedness. Worldmindedness is characterized as differing from international and/or multicultural education in that it includes a value orientation in addition to knowledge about and interest in international relations. Worldminded individuals are defined as those who are positively disposed to people with other cultural beliefs, perceive commonality in basic needs of all peoples, and develop their individual potential for the benefit of others as well as self. Bibliographic entries are presented in five categories: (1) Farther Reaches of Human Nature, including spiritual dimension, and holistic education; (2) Global Education and Futuristics, including world order, and the United Nations; (3) Interdependence and Global Problems, including development, energy, environment, and food; (4) Peace, including aggression, disarmament, nonviolence, and social justice; and (5) General and Miscellaneous, including cultural awareness for young children, institutional violence, ethnocentrism, and contributions of women throughout history. Entries include books, audiovisual materials, edited volumes, maps, teacher's guides, pamphlets, monographs, games, and religious tracts. For each entry, information is presented on appropriate grade level, title, author, publisher or developer, pagination or size, availability, price, and annotation. Most of the entries were published/produced in the United States between 1975 and 1980. The document concludes with an appendix containing a guide to periodical literature, a listing of resource centers, and opportunities for active student participation. (DB)

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TEACHER'S RESOURCE MANUAL

ON

WORLD MINDEDNESS

An Annotated Bibliography

of

Curriculum Materials

Kindergarten through Grade Twelve

by

Ida Urso

Occasional Paper No. 8
Curriculum Inquiry Center, Graduate School of Education
University of California, Los Angeles

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Dedicated to all who struggle for a just and better world: May your hands be multiplied a thousand-fold; May your visions encompass the cosmos and the "heavens"; May you know the joy of victory.

Acknowledgements

First, and foremost, I wish to express my gratitude and appreciation to John Hawkins, Director of the Curriculum Inquiry Center. Without his support, guidance, and encouragement, this manual would not have been possible. Also, I wish to thank Christine Carrillo and the staff of the Communications Processing Center, the staff of the Curriculum Inquiry Center and Graduate School of Education. Their congeniality and services were of utmost help and deeply appreciated.

ANNOTATED K-12 TEACHER'S RESOURCE MANUAL ON WORLD MINDEDNESS

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Introduction to Worldmindedness

Our present educational approaches in multicultural and international education have made us well aware of the diversities existent within the human race. They have also made us well aware of the ethnocentric attitude and the barriers, limitations, and destructive energies such an attitude leashes unto right relationships within and among groups and nations. These educational approaches have made available much knowledge about other peoples and places, other customs and languages. This is all well and good. They have given us necessary and useful information. But this is not sufficient. We need to move on. Today, we stand at a new cross-roads on the way to improved cross-cultural relations and better human understanding. In order to leave behind the path of our present level of chaos, and separateness--of continual strife and crises between and among groups and nations, we must begin to focus our attention on the unity of the one world and on the entity of the "One Humanity" of which we are all part. We need to, not only recognize, but begin to actualize the "brotherhood of (wo)man"--the age-old principle to which we have given little more than lip service. The interdependent nature of our world requires nothing less than such a global perspective. Thus, we must begin to use our educational system to help us realize this global perspective and begin to teach within our schools the concept of worldmindedness.

Worldmindedness differs from international and multicultural education in that it is a "value orientation, or frame of reference, apart from knowledge about, or interest in, international relations." The worldminded individual favors a worldview of the problems of humanity. His/her primary reference group is humankind rather than, for example, Americans, Arabs, Jews, etc. A review of existing educational approaches to worldmindedness,

many, if not all, of which are herein represented, provides the following list of abilities expected of the worldminded individual: s/he possesses the ability to (1) understand and be compassionate toward those who hold different cultural beliefs, perceptions, and participate in human institutions and life situations different from his/her own; (2) perceive commonalities in the basic needs of culturally different social institutions and analogies or parallels in the historical experience of different societies or groups; (3) define and develop, as fully as possible, one's own potential, not only for one's own benefit, but for the benefit of the one human family; (4) realize and fulfill one's individual responsibility to the rest of the human family--that is, to develop a sense of involvement in, and sensitivity to the problems and needs of humanity; (5) recognize the complexity and variety of human thoughts, desires, and activities, see how these affect group and national relations, as well as the "climate" of the planet as a whole, and then attempt to adjust his/her own thoughts, desires, and actions within his/her own sphere of influence in such a way as to advance human welfare and contribute to a peaceful world order.

Perhaps these abilities seem overwhelming and even impossible to attain. Yet, it is acknowledged by many of the sources herein included that if we are to move towards a future of peace and progress for the whole human race (Can there be any true or lasting peace and progress if it is not for the whole human race?), the attainment of such abilities becomes an urgent necessity which must be accomplished.

We thus become concerned with how such abilities can be attained, how worldmindedness can be instilled and developed; and, more specifically, how can it be taught within the classroom? It is in the hope of providing answers to such questions that this manual is offered.

Use of the Manual

Although education for worldmindedness is a relatively new concept, there do exist, as the forthcoming pages will testify, several suggested means, perspectives, and curricula with the aim of developing worldminded individuals possessing the abilities mentioned above. Examples of these various approaches, along with examples of "older" more established and related conceptual approaches (e.g., the varied and various approaches within the "Peace" section) are herein included under one of five sections: 1. "Farther Reaches of Human Nature," 2. Global Education and Futuristics, 3. Interdependence and World Problems, 4. Peace, and 5. Miscellaneous/General. The reader is asked to refer to the Table of Contents to note the breadth, scope, and variety of materials within these sections, which attests to the truly "global" educational interest in the concept of worldmindedness (albeit referred to by other terms).

Also included within the appendices of the manual are resource centers and organizations which offer the reader a variety of services, a listing of periodicals, some information on "action-learning," or social participation opportunities, an example of a pre- and post- attitude questionnaire, an evaluation instrument for the evaluation of curriculum materials, and a few other available evaluation references--all of which relate to worldmindedness or are concerned with developing worldminded individuals.

In choosing the materials to be included, it was decided to avoid as much as possible commercially produced materials which, for the most part, usually have more than adequate publicity outlets and opportunities. Instead, priority was given to materials either published or endorsed by the various periodicals, resource centers, or organizations within the "network"--many, if not most, of which are herein included in the appendices.

Priority was also given to materials published within the U.S. One reason being simply that these are more easily accessible, another reason being a lack of time which would have been required in order to include foreign entries. There are, it will be noted, several exceptions. These were included because they either (1) filled an obvious need in some area, (2) were considered to be unique contributions, or (3) were recommended by one or more of the sources within the appendices.

The abbreviations in the left-hand margin refer to grade level (when such was designated). These are explained below. For the most part, the "Ungd" (ungraded) materials can either be used as good sources of teacher background information or as stimulating reading for interested upper secondary high school students.

Some entries do not include publication dates. These were either not listed or were not mentioned in the reference sources. But, for the most part, the materials have been published within the last decade (1970-1980), if not between 1975-1980.

When available, both the publishers and distributors were included in the entries. Addresses of those presently distributing the materials are provided either in the appendices, under "Addresses of Distributors and Publishers," or within the citations.

Unfortunately, price information was not always available. If there is a concern, please inquire of the distributors, and please be aware that the stated prices are liable to change.

Early Chd-----Early Childhood

El-----Elementary

H S-----High School

J H-----Junior High School

J & S-----Junior and Secondary High School

K-----Kindergarten

Mid Grades-----Middle Grades

Sec-----Secondary

T-----Teacher

T Man-----Teacher's Manual

Ungd-----Ungraded

Up Sec-----Upper Secondary

"FARTHER REACHES OF HUMAN NATURE":

Higher Consciousness/Spiritual Dimensions

New Age/Age of Aquarius

Right Brain Development

Self-knowledge/Inner Wisdom

Transcendental and Transpersonal Education

Holistic Education

"World of the Heart" (Love, Cooperation, Empathy, etc.)

"The love which is emerging in the human heart has little to do with emotion and feeling. It has everything to do with a clear, reasoned compassionate determination to free humanity from its past limitations of separatism and hatred and to afford all people the opportunity to express the highest and best qualities of which they are capable."

World Goodwill-Newsletter, Jan-March, 1978.

- Ungd All Men Are Brothers: Life and Thoughts of Mahatma Gandhi. Editor: Krishna Kripalani. Unesco. Paris, c1958. Reprinted 1972. 260 pp. Available from Greenleaf Books, Weare, N.H. and World Without War Bookstore, Chicago, IL.
An anthology of Gandhi's writings with sources and dates which enables the reader to trace the development of Gandhi's thought. Includes a brief, completed autobiography and selections on international peace, poverty, economic development, nonviolence, women, and democracy.
- E1 Be a Frog, a Bird, or a Tree. Rachel Carr. Doubleday. New York, NY. 1973.
A book of yoga for children. Yoga exercises help children to relax and develop their balance; they stimulate the circulation and restore energy; they help put the child "in touch with" him/herself.
- Ungd Buddha From Brooklyn. Arleen Lorrance. LP Publications. 221 pp. \$4.00pb. Available from the Love Project. San Diego, CA.
"This is the story of the spiritual unfoldment of one Buddha, offered as a salute to the Buddha in each of us. The emphasis is on the author's discovery that wisdom is hollow until it is used in everyday life." The author shows the reader how to do this.
- Ungd The Centering Book. Gay Hendricks and Russel Wills. Prentice-Hall. Englewood Cliffs, NJ. 1976.
Provides activities to help children become relaxed and "centered" (provides a space for listening to the voice within).
- Ungd Channeling Love Energy. Diane K. Pike and Arleen Lorrance. LP Publications. San Diego, CA. c1974. 88pp. \$3.00pb. Available from the Love Project. San Diego, CA. Reduced rates for quantities.
"A handy growth kit for persons who seek to be more and more loving in more and more areas of life. The concepts draw on and integrate psychological and Eastern and Western approaches to self-understanding and are presented in a simple, straight forward and easy-to-read manner. Includes exercises for use by the reader alone, with a friend, or in a study group."
- E1 Circlebook. Jim Ballard. Mandala. Amherst, MA.
Contains directions for how to conduct circletime and lists over 300 topics. Circle work helps children learn to truly listen to one another and to respond in an authentic, caring, affirming and non-judgmental manner, according to the author.
- Ungd The Divine Inheritance. Pir Vilayat Khan. Sufi Order Publications. Lebanon Springs, NY. 1980. 15pp. \$2.00.
Deals with the realization of the enormity of one's being and the integration of all its richness into the personality. Instructions are also given for meditations which can help manifest one's eternal self.

- Ungd Educating the Forgotten Half: Structured Activities for Learning.
Lee-Pulvino. Kerdall Hunt Publishing Co. Dubuque, IA.
Proposes activities to stimulate and develop the right hemisphere of the brain.
- Ungd "Education and Psychosynthesis: An Application to Teacher Training."
James Vargiu. Simulation and Games. Vol 8, No. 1. March 1977.
pp.133-148.
Discusses the process of psychosynthesis and its ability to lead to "true self-actualization" which results in an "increasing sense of responsibility and to a deepening desire to serve humanity." Provides detailed information about a program in the schools of Newark, California, set up to examine the effects of teacher training based on psychosynthetic principles and practice (on grades 1-3).
- Ungd Education and the Significance of Life. J. Krishnamurti.
Krishnamurti Foundation. Ojai, CA. \$5.95hb.
Krishnamurti is referred to as both a teacher and thinker as well as "one of the great beings of our age." Within this book he gives us his unique perceptions on the role of education and the significance of life.
- Ungd "Education for Transcendence." Michael H. Murphy. Journal of Transpersonal Psychology. Vol. 1, Spring 1969. pp21-31.
The author states that education for transcendence is concerned with the expansion of personal boundaries, with "ultimate values," and with the inner nature. He writes about the "pre-conditions of transcendence" and the relationship of affective education to transcendence.
- E1 - HS Education for World Understanding. James L. Henderson. Pergamon.
New York, NY. 1968.
Sketches a blueprint for an educational system designed to develop the consciousness of the universal in human beings using the most promising sources of international cooperation today. Of special interest to educators might be Chapter 2: "Pre-secondary School Possibilities," (Children 2-15 years old) and Chapter 5: "The Terrestrial Teacher" which describes the psychology of such a teacher, and gives multinational examples.
- Ungd "Education in the New Age." Paper. Jack Canfield and Paula Klimek.
Institute for Wholistic Education. Amherst, MA.
Education in the new age is education that exposes "children to ways of contacting their inner wisdom and their higher selves. The essence of this education is one of holism and synthesis." This type of education has two parts: the evocation of the transpersonal essence from one's inner world, and the development of the personality (body, emotions, mind, imagination, and will). The authors put forth a model for this type of education and suggest many classroom activities.

- Ungd Education in the New Age, Parts 1 & 2. Lecture Tape in Cassette Form. F/1Ds. Findhorn Publications. Scotland.
Deals with the responsibility of self-education--education as inspiration rather than imposition, the proper meaning and use of discipline. Includes questions and answers concerning teachers and children.
- Ungd The Energy of Goodwill. Booklet. World Goodwill. New York, NY. 10pp. Nocharge.
The energy of goodwill is defined and discussed in context of "the science of relationships." Also included is a discussion on the role of the mind and the platform of people of goodwill who abide by three principles: the principle of sharing, the principle of cooperation, and the principle of responsibility. A program of action is suggested for applying goodwill.
- Ungd Exploration into Insight. Krishnamurti. Krishnamurti Foundation. Ojai, CA. 1980. 190pp. \$5.95pb.
Includes a discussion on the potentialities of the mind, and on the "blossoming of insight that gives deep roots of steadiness to the mind." Krishnamurti investigates the structure and the nature of the mind and consciousness, as well as the energy sources that lie dormant within each human being.
- E1 Feelings and Friends. Marilyn Maxwell and Caryl Hamilton. Global Perspectives in Education, Inc. New York, NY. \$5.00.
A collection of activities to use with primary grade students. Designed to help students develop a positive self-image, appreciate diversity of feelings, communicate with others, and consider alternatives for solving conflicts. The activities have been classroom tested.
- Ungd Global Education and Psychosynthesis. PRF No. 27, Reprint. Booklet. James Vargiu. Psychosynthesis Research Foundation, Inc. New York, NY. 1971. Available from Psychosynthesis Institute, San Francisco, CA.
The author, who is the director of the Psychosynthesis Institute in S.F., gives his thoughts on global education and shows the relationship between this and psychosynthesis. Includes references.
- K-6 Holt Databank System. Holt. New York, NY. 1976.
An integrated program with texts, visuals, media, tests, and guides. Common problems offer opportunities for developing empathy.
- Ungd The Human Soul. Karl Konig. Freedeeds. Blauvelt, NY. \$2.50pb.
"Dr. Konig examines such topics as 'modern psychology and the human soul,' 'the language of the emotions,' 'the four temperaments,' and the 'twelve senses of man.'" He writes within a metaphysical context.

- E1 I Am Loveable and Capable. Sid Simon. Argus. Niles, IL. 1974.
A children's story which is intended to help children develop a positive self-concept, so they can be more accepting, loving, and understanding of others.
- Ungd I AMness. Ian Kent and William Nicholls. The Bobbs-Merrill Co., Inc. Indianapolis, NY. c1972.
The authors pursue the question: "Who am I?" through psychiatry, psychology, religion, metaphysics, and mystical disciplines. "The starting of such a search," they state, "must be the quest for personal truth and integrity ... (which) leads us to look below the surface of our conventional selves to find a deeper core or center which has traditionally been called the Soul or Self." The authors detail the steps which they feel can lead to the discovery of the answer to "Who am I?".
- Ungd Inner Development. Yes, Inc. Washington, DC. 645pp.
An enlarged version of the original Books for Inner Development, which introduces a wide range of esoteric and familiar subjects from African philosophies to Zen. A useful means to find out what methods, activities, schools, disciplines, etc. are available to those interested in "inner development."
- Ungd Inner Spaces. Color film or video-cassette. The Hartley Film Foundation, Inc. Cos Cob, CT. 28min. Rental: \$40.00; Purchase: \$350.00 for both the film or video-cassette.
"Captain Mitchell, the sixth man to set foot on the moon, who conducted telepathy experiments from outer space, now explores the inner spaces of the human mind. Recent scientific findings... the daily use of ESP by executives, the effects of telepathy on the body, the 'out-of-body experiences' ... combine with ancient religious and meditational practices to illustrate Captain Mitchell's contention that intuitive and religious ways of knowing are just as important as objective or scientific approaches."
- Ungd Insight and Intuition (T0014). Cassette Tape. Pir Vilayat Inayat Khan. Sufi Order Publications. Lebanon Springs, NY. 1979. \$6.00.
A talk on using these qualities in one's personal life: how to recognize intuition and apply it to one's problems, how to gain insight into one's purpose in life, and how this understanding fills one with "ecstasy and light."
- Ungd International Unity. Booklet. World Goodwill. New York, NY. No charge.
The challenge of international unity is discussed in context of a world perspective including the economic problems and spiritual welfare of humanity as a whole. Also dealt with are the need for all of us, as part of the one humanity to awaken to our responsibilities to share our resources. Guidelines for action are suggested.
- HS Inward Flowering. J. Krishnamurti. Booklet. Krishnamurti Foundation of America. Ojai, CA. \$.75.
Discusses the immense potentialities latent within each individual and how these potentialities might be tapped.

- Ungd Jewels from the East, and Spiritual Nation. Khalsa String Band. Tape/record. Khalsa String Band. Washington, DC. 20009.
Music which can "uplift minds and hearts." Can be used for chanting with children in the classroom. (For explanation of chanting, see annotation of A Path to the Heart.)
- Ungd Knowledge of the Higher Worlds and Its Attainment. Rudolf Steiner. Freeddeeds. Blauvelt, NY.
"Anyone who is searching to further his or her inner knowledge and experience in full consciousness will find in this book a normal and healthy path of training devoid of pitfalls. It presents in detail the means whereby everyone can develop a new knowledge of the world of soul and spirit."
- Ungd Krishnamurti on Education. J. Krishnamurti. Krishnamurti Foundation of America. Ojai, CA. \$3.95.
Krishnamurti is referred to as both a teacher and profound thinker as well as "one of the greatest beings of our age." Within this book he gives us his unique perceptions on education.
- Ungd Living Yoga. Color film. The Hartley Film Foundation, Inc. Cos Cob, CT. 20 min. Rental: \$35.00 Purchase: \$325.00.
"Some people think yoga means standing on your head," says Swami Satchidananda, "But it really means learning how to stand firmly on your own two feet." From head to heart to feet this is a film about the four classic pathways of 'union' (yoga), revealed to us thru the lives of disciples of Swami Satchidananda: hatha, the yoga of physical postures and breathing techniques; raja, the path of meditation and introspection; karma, the way of selfless service; and bhakti, the yoga of love and devotion." (Cine Golden Eagle, 1976)
- Ungd Love is. Cassette. Lorian Association. Available from Healing Strings. Deer Park, WA. \$7.00.
Vocal and guitar. "In all its many manifestations, Love melts into liquid sound to sing of its unifying presence. The New Troubadours present the constant pulse of Love in our universe through songs of varied tempo."
- Ungd The Love Project. Arleen Lorraine. LP Publications. San Diego, CA. 89pp. \$3.00.
Tells how a troubled ghetto high school in Brooklyn, New York was transformed when teachers and students "made the choice to love."
- Ungd Love, Serve, and Remember. Tape/record. Baba Ram Dass. (Alias, Dr. Richard Alpert of Stanford.) Available from ZBS Foundation. Fort Edwards, NY.
Can be used for chanting with children in the classroom. (For explanation of chanting, see annotation of A path to the Heart.)

- Ungd Meditating with Children. Deborah Rozman. University of Trees Press. Boulder Creek, CA.

It is thought that meditation and centering help children relax, become aware of their inner life, and be more empathic and understanding towards others. This book suggests ways of using meditation and centering techniques within the classroom.

- Ungd Meditation. Booklet. Roberto Assagioli. Psychosynthesis Institute. San Francisco, CA.

In its more restricted sense, meditation can be regarded as synonymous with disciplined thought or reflection on an idea. More broadly (and deeply), it embraces other kinds of inner action, for which disciplined thought is a prerequisite. Within this booklet, the author describes and gives instructions for three types of meditation: reflective, receptive, and creative.

- Ungd Meditation for Children. Deborah Rozman. Celestial Arts. Millbrae, CA. 1976.

The author carefully outlines the developmental steps to meditation and suggests what is appropriate for each age level. Gives examples of many different meditations which could be used in the classroom.

- Ungd Meditation Parts 1 and 2; Meditation Parts 3 and 4. Lecture tapes in Cassette Form. B/3DS. Findhorn. Scotland. \$6.00.

Introductory to more advanced thoughts and techniques.

- Ungd New Age Communities: The Search for Utopia. Color Film. The Hartley Film Foundation, Inc. Cos Cob, Ct. 40min. Rental: \$45.00; Purchase: \$400.00.

"Man's dream of living in harmony with his fellow men is as old as memory itself. In some ages there is a flowering of this search for utopia and now is one of them. From Scotland to India, Virginia to California ... Twin Oaks, Koinonia, the Farm, Ananda, Findhorn ... we see functioning, practical attempts at the utopian life, both secular and spiritual. We hear what brings them there and what holds them together, the economic, philosophical, and spiritual beliefs that are the building blocks of models for a better life." (Finalist, American Film Festival, 1978)

- Ungd The Need for Global Education. Booklet. Robert Muller. Available from the World Affairs Council of Philadelphia. Philadelphia, PA. No Charge.

The author is the director and deputy to the Under-Secretary-General of the United Nations Office for Inter-Agency Affairs and Co-ordination. He writes about the need for global education from the perspective of his office in the UN, and he puts forth the thought that "global education must transcend material and intellectual achievements and reach also into the moral and spiritual spheres."

- Ungd New Age Politics; Healing Self and Society. Mark Satin. Delta Publishing Co., New York, NY. 1979. \$5.75.
Combines the ideas arising out of the human potential, feminist, men's liberation, spiritual, environmental, appropriate technology, simple living, non-violent action and world order movements to present a clear-sighted view of our society and its structures, to create a vision of a more human future and to define the steps we can take to get there. Well-documented, it weaves together the voices of many diverse New Age thinkers. An extensive annotated bibliography and a descriptive list of New Age groups are provided.
- Ungd The New Group of World Servers. Booklet. World Goodwill. New York, NY. No Charge.
Discussed is the immediate world problem confronting humanity, the role each one of us can play, the existence and function of the new group of world servers, and the relationship existing among these three.
- Ungd "New Values and a New World Order." Paper. Mary Bailey. Available from Lucis Trust. New York, NY. No Charge.
This paper is based on the thought that "the fate of people and nations is determined by the values which govern their decisions." The author puts forth the idea that "the so-called 'new' values of the incoming Aquarian Age are not new at all as conceptual ideas; they are, rather, values and principles which we 'acknowledge in our hearts' but, they are values which have not been applied in day-to-day living." The author looks at the manifestation of these values in relationship to expanding and inclusive states of consciousness.
- Ungd "Of Establishing Right Human Relations." Talk Given at the Festival Week of the New Group of World Servers. Robert Muller. Available from Lucis Trust. New York, NY. No Charge.
In discussing right human relations, the author proposes three categories: the physical, non-human cosmos; the human, social cosmos; and the personal, individual cosmos. He places these in context of the One Humanity and suggests areas on which we can work in order to improve right human relations. Among these is the need to develop "the world of the heart," which he says has not kept pace with the developments in scientific and technological inventions.
- Ungd "On the Meaning of Transpersonal: Some Metaphysical Perspectives." Elmer E. Green and Alyce M. Green. Journal of Transpersonal Psychology. Vol. 3, 1971. pp27-46.
Discusses the transpersonal experience and the role of meditation in the student's awareness of planetary and universal realms.

- E1 One Hundred Ways to Enhance Self-Concept in the Classroom. Jack Canfield and Harold Wells. Prentice-Hall. Englewood Cliffs, NJ. 1976.

Many creative, practical, easy, applicable and valuable activities are suggested for use in the classroom for the purpose of inspiring a love of self and of others. Activities are designed to help teachers, for example, develop a classroom climate of trust and rapport, develop emotional awareness, foster self-acceptance, promote better human relations, etc.

A Path to the Heart. Tape/record. David Zeller. Available from CITP. Menlo Park, CA.

Can be used for chanting with children in the classroom. "Chanting can be used as meditation, for focusing the group energy and for evoking qualities of peace, love, joy, and unity."

- E1 A Peaceable Classroom: Activities to Calm and Free Student Energies. Merrill Harmin and Saville Sax. Winston Press. Minneapolis, MN. 1977.

A book of activities to help children become relaxed and centered (to provide a space to listen to the voice within).

- H S The Person and the Planet: A Problems Course. Editor: Florence Widutis. Planetary Citizens. New York, NY. \$4.00.

A curriculum guide designed as a new approach to exploring how individual growth and self-assessment are related to the transformation of the world community and a resolution of its problems. It has a three-fold purpose: 1. to help students to improve their personalities and human relationships using tested methods of self-transformation; 2. to increase students' power to serve in the world by expanding their awareness of global issues and by bringing imagination and intuition as well as logical reasoning to bear on these issues; 3. to provide research and problem-solving tools with which to grapple with these issues, and communications and teaching skills with which to transmit the results.

- Ungd Problems of Humanity Study Course. World Goodwill. New York, NY. No Charge.

Prepared as a means of helping people "contribute effectively to humanity's transition into the new civilization and the new consciousness." This study course "is intended to help men and women of goodwill gain a deeper understanding of world problems." It is comprised of three main elements: 1. Materials for reading and study; 2. Guidelines for a reflective meditation; 3. Some questions for consideration and discussion. The course is designed for individual as well as group use. It consists of seven study sets: 1. Introductory set; 2. The Psychological Renewal of the Nations; 3. The Problem of Education; 4. The Problem of Capital, Labour and Employment; 5. The Problem of Racial Minorities; 6. The Problem of the Churches; 7. The Problem of International Unity.

Ungd The Problems of Humanity; Study Seven: The Problem of International Unity. World Goodwill. New York, NY. No Charge.

It is the thesis of this booklet that "for the future happiness and progress of humanity new ways of handling political, religious, and economic affairs should be found. (Because) the perpetuation of intolerable conditions has brought humanity to its present state of almost cataclysmic disaster." The authors assess the present state of world affairs, call for the mobilization of men and women of goodwill everywhere to bring about unity and right human relations--within the community, nation, and the world, and they give suggestions about what can be done.

Ungd The Problems of Humanity; Study Three: The Problem of Education. World Goodwill. New York, NY. No Charge.

It is stated that "two major ideas should be taught the children of every country. They are: the value of the individual and the fact of the one humanity." The intent is that these two "principles" should "lead to the intensive culture of the individual and then to a recognition of his (her) responsibilities as an integral part of the whole body of humanity." Education is discussed within the context of this perspective.

Ungd A Programme for Men and Women of Goodwill. Booklet. World Goodwill. New York, NY. 5pp. No Charge.

The authors define goodwill as "love in action." They suggest "four first steps which are important preliminaries to be taken by the person who wants to work wisely, usefully, and intuitively for the future." They then suggest a nine point programme "designed to give practical direction to all those who have goodwill in their hearts .. (and) who ... want to do their share in bringing stability and peace to the world."

Ungd Psychosynthesis: A Manual of Principles and Techniques. Roberto Assagioli. Penguin Books. 1976. Available from the Psychosynthesis Institute. San Francisco, CA.

Abraham Maslow said of this book that it is a "great help to those individuals who are trying to help themselves toward self-growth and conscious expansion." The first 2 chapters describe the principles of psychosynthesis and the rest of the book is devoted to techniques and activities (to be used in either group formation or by the individual) for the application of the principles set forth in the first two chapters. Psychosynthesis is put forth as a science through which we can become aware of and learn to manifest the Higher Self/Soul--the divine or spiritual component of every human being.

Ungd "Rediscovering Transpersonal Education." Frances Vaughnan Clark. Journal of Transpersonal Psychology. Vol. 6, 1974, pp.1-10.

Discusses the primary concerns of transpersonal education: it is a discovery rather than an indoctrination, emphasis is on inner truth, there is an awareness of participation within the universe, etc. Looks at the objectives of that education and refers to the need to balance knowledge with intuition.

- Ungd Right/Left Hemisphere Specialization. Theme Pack. Available from Brain/Mind Bulletin. Los Angeles, CA. \$3.00.
A photocopied montage of all articles dealing with right/left hemispheres which have appeared in the Brain/Mind Bulletin. Includes information on the latest research and a discussion of various aspects of the left-right brain question.
- Ungd The Science of Meditation. Booklet. The Arcane School. New York, NY. 27pp.
A brief treatise on the various aspects and types of meditation, the difference between prayer and meditation, meditation as the bridge between soul and personality, and the why of meditation are presented within this booklet.
- Ungd The Second Centering Book. Gay Hendricks and Thomas Roberts. Prentice-Hall. Englewood Cliffs, NJ. 1977.
An extension of the first The Centering Book. (See previous annotation.)
- E1 Self Awareness Books. Human Sciences Press. New York, NY.
A series of books designed to enhance the young child's self-understanding. Titles offered include Things I Hate, My Grandpa Died Today, Boy with a Problem, One Little Girl, etc. Write for their complete list.
- Ungd The Significance of the Heart. Booklet. Nancy Magor. Courier Printing Co., Ltd. 1972. Available from Sundial House. Kent, England. 31pp.
Describes the qualities of the heart, such as harmlessness, simplicity, compassion, wisdom, etc. The booklet is dedicated to the thought that, "The world calls out for Heart and, too often, man (and woman) responds with a mind ungraced by wisdom."
- Ungd Spiritual Foundation of Morality. Rudolf Steiner. Freedeeds. Blauvelt, NY. \$3.95pb.
"A study of the mission of St. Francis of Assisi and his concern with the teaching of love."
- Ungd Sri. Aurobindo and the Mother on Education. Sri Aurobindo Ashram in Pondicherry, India. 1973. 168pp. \$2.00 Available from Matagiri, Mt. Tremper, NY.
The authors state that the "conditions under which men live upon earth are the result of their state of consciousness," and that in order to change conditions, we need to change our consciousness. Includes chapters on the "Science of Living," "The Powers of Mind," "The Moral Nature," "Psychic and Spiritual Education," etc.

- Ungd Sri Aurobindo and the Mother on Education; Parts I, II, III. Sri Aurobindo Ashram in Pondicherry, India. 1972. Each part is \$.60. Available from Matagiri. Mt. Tremper, NY.
Part I: Education; General Principles. Part II: Education; Teaching. Part III: Education; Learning. The emphasis is on the cultivation of a new consciousness, a new life, and the oneness of humanity. The teacher is told that the most important function is to teach students to know themselves, to choose their own destiny, and to prepare themselves for carrying this out.
- T Strategies for Helping Students. Calvin Catterall and George Gazda. Charles C. Thomas Publishers. Springfield, IL.
 A text which provides a teacher with a basic approach to establishing a helping relationship. Specific strategies in academic/intellectual skills, corrective remedial interventions, humanistic/life skills and corrective/therapeutic interventions are outlined.
- Ungd Symbols of Transpersonal Experiences. Booklet. PRF Reprint No. 11. Roberto Assagioli. Psychosynthesis Institute. San Francisco, CA.
 Assagioli, the founder of psychosynthesis prefaces the description of this booklet with a brief discussion of transpersonal (that which is "supernormal") and that which we call "normal." "Symbols properly recognized and understood," states the author, "possess great value: they are 'evocative' and induce direct intuitive understanding ... (and they) serve to emphasize the essential analogical correspondences between the external and the inner worlds." Because any one symbol can only express a partial conception of a given reality, the author describes 14 categories or groups of symbols which designate the transpersonal experiences and achievements open to wo/men. He provides examples for use.
- Ungd "The Synthesis of Nations." Donald Keys. Synthesis. Vol. 1, No. 2, 1975. pp. 8-19. Also available as a paper from Planetary Citizens. New York, NY.
 "The planetization of our consciousness--expressing our oneness with humanity and accepting the whole planet as our home--involves a process of change to be undergone both by ourselves and by 'the nation states'." This change would result in the gradual emergence--both within the individual and the nation state--of: "community-mindedness, inclusiveness, and shared responsibility." The author discusses the stages involved within that process of change.
- E1 The Teacher Training Tool: The Radiant Body. 0106. Record. Available from Wonderchild. Amherst, MA.
 "A unique tool to validate the essence of children and to create an atmosphere of trust and cooperation between the teacher and the child."

- Ungd Techniques of Goodwill. Booklet. World Goodwill. N.Y., NY.
36pp. No Charge.

The techniques offered are "designed to give practical direction to all those who have goodwill in their hearts and who want to do their share in bringing stability and peace in the world--a peace based on surer values than in the past, upon sounder planning and upon the growth of the spirit of understanding and cooperation." "These techniques are strong enough to break down barriers, and to build a new world order adequate to the intelligent demands and needs of all humanity. They can be used by individuals or developed for group use; they are flexible and adaptable to any circumstances."

- Ungd "Toward a Contemporary Cosmology." Robert Muller. Address given at the Wingspread Symposium on "Albert Schweitzer's Thought and Its Relationship to the Contemporary Scene." Available from the Wingspread Conference Center of the Johnson Foundation. Racine, WI.

The point is made that what the world needs most urgently at the present moment is this "new spirit" or "miracle of faith" of which Albert Schweitzer so often spoke and wrote: "We need a new philosophy, a new belief, a new vision for the human species." We need to develop our capacity to love and to accept the human society as one entity.

- Ungd "Transpersonal Education Network (TEN)." Institute for Wholistic Education. Amherst, MA.

An annotated list of people currently attempting to apply the principles and methods of the new age education at any level (K-Graduate School). The plan is to update the list each year. (If you wish to be included in the network, write to the Institute c/o Jack Canfield.)

- Ungd Transpersonal Psychology in Education. Thomas Roberts and Francis Clark. Phi Delta Kappa Educational Foundation. Bloomington, IN. c1975.

Transpersonal psychology is asking: "Can we learn to use our minds in new ways which surpass our present expectations; Are there new ways of teaching which are superior to our current methods; Are there different kinds of learning which we are failing to develop?, etc. This book describes the emerging psychology and then outlines some current classroom applications as well as future trends and implications.

- 12 yrs- The True Path. Florence Widutis. DeVorss & Co. Marina del Rey, CA. Available from Beautiful Day Books. College Park, MD.
Adults \$5.95pb.

"Is the path to enlightenment a mystical retreat from the world or a way to discover our power for creative action? The answer that one young man in an Eastern land finds to that question is the subject of this book..." It affirms the value of inwardness of personal detachment and meditation, as well as the value of personal exploration, learning and the principle that everyone has to work out his/her own particular "true path."

- Ungd Truth and Actuality; Conversations on Science and Consciousness.
Krishnamurti. Krishnamurti Foundation. Ojai, CA. 1979. 176pp.
\$5.95pb.

A mind-stretching dialogue between Krishnamurti and renowned physicist, David Bohm, as they explore the nature of reality in relation to human thought and consciousness. Krishnamurti confronts the issues of right livelihood, selfishness and compassion to renew our ability to see life and the self as each truly is.

- Ungd The Two Great Seals of America; History and Interpretation.
Robert Hieronimus. Savitriaum. Baltimore, MD. c1976.

Discusses the spiritual leanings of the Founding Fathers, as well as the occult origins of the Great Seals of America. In many ways, the author points out that the Founding Fathers were dedicated to expressing "the Brotherhood of Man."

- Ungd The Ultimate Mystery. Color Film. The Hartley Film Foundation, Inc. Cos Cob, CT. 40min. Rental: \$45.00; Purchase: \$400.00.

"Captain Mitchell presents remarkable scientific data supporting the claims of mystics through the ages that there is a oneness to all living things. Sequences include: lie-detector expert Cleve Backster's discovery of consciousness in plants and in simple bacteria cells ... acupuncturists and psychic-healers at work ... leading biochemist, Sr. Justa Smith's demonstration of enzymic changes caused by healer's hands ... and new visions of the power of consciousness." Has won the following awards: Cine Gold Eagle Certificate, 1973; Top Award, Psychic Film Festival, 1975; Finalist, American Film Festival, 1973.

- Ungd Understanding the Alpha Child at Home and School: Left and Right Hemispheric Function in Relation to Personality and Learning.
Jack Fadely and Virginia Hoster. Charles C. Thomas Publishers. Springfield, IL.

Especially recommended for counselors of children. It covers neurology and consciousness, early development, learning, personality development and specifics about children with dominant right hemispheres.

- Ungd The Use of Mental Imagery in Psychosynthesis. PRF No. 12.
Booklet. Martha Crampton. Psychosynthesis Institute. San Francisco, CA.

According to the author, visualization techniques can be of great value in stimulating the intuition (function of the right hemisphere of the brain) and in helping the child who thinks of him/herself as lacking in imagination and creativity to realize that he/she too, has a poet and an artist within. Many of the imagery techniques can be adapted to the classroom. The intent of these techniques is to "draw out" the highest potential of the human being.

- Ungd "Value and Philosophical Characteristics of Transpersonal Teachers."
Robert D. Waterman. A Doctoral Research Paper. Available from the author: Quimby College. P.O. Box 1034. Alamogordo, NM 88310.
\$4.00.

Ungd The Way to Higher Consciousness. Editor: Edith Murray. Freedeeds. Blauvelt, NY.

"A map of the levels of consciousness, from sleep to illumination. A practical guide to the place in ourselves which is our blessed homeland."

Ungd Where All Things Belong. Color Film. The Hartley Film Foundation. Cos Cob, CT. 20 min. Rental: \$45.00; Purchase: \$440.00.

"Within each person's lifetime, there is opportunity for individual rebirth and growth. Through pointed observations by author George Leonard and others, it is up to the individual to achieve this rebirth and growth by being aware of limits and obstacles; then overcoming them. It is through the totality of these individual growth cycles that the true unity and spiritual advancement of life will continue. Astronauts tell of the changes in their lives toward oneness and others stress practices as widely disparate as aikido and natural childbirth. With fine photography paced to augment what is being said, this film is an inspiration. Produced by Essentia for the Association for Humanistic Psychology." Won the Gold Camera Award, U.S. Industrial Film Festival.

Ungd Why Me? How to Heal What's Hurting You. Arleen Lorraine. Rawson Associates. 221pp. \$6.95hb. Available from the Love Project. San Diego, CA.

A book of "hope, inspiration, and help--enabling the reader to set healing energy in motion through a carefully prepared step-by-step process." Moves readers beyond being sorry to being "whole, healthy, and in harmony."

Ungd Winds of Birth. Cassette. Lorian Association. Available from Healing Strings. Deer Park, WA. \$7.00.

"Five bright vocalists from the Findhorn Community combine with multiple instruments to produce a sense of joy in the heart. Their sensitivity in song assists you in asking questions of life, as well as finding answers."

Ungd The Wonderchild Family Sing Along Song Book. No. 0103. Wonderchild Record Company. Amherst, MA.

A song book for schools or for "anyone who loves to sing." Includes "One Incredible Family" (The Human Family), "Harvesting Each Other," "For the Children of the World," "Universal Love," etc.

Ungd World Goodwill Commentary. Peace; The Basic Right of the World's Children. Booklet No. 13, July 1979. World Goodwill. New York, NY. 16pp. No Charge.

It is pointed out that "to reach peace, we must teach peace;" that the schools should teach knowledge about the human family, about world institutions, about world conferences, etc., that they should teach "right attitudes" and most important, they should provide an atmosphere of love, patience, ordered activity and understanding. Included is the "Declaration of the Rights of the Child."

- Ungd World Goodwill Commentary. Disarmament--In Attitude and Action, No. 11. March 1978. Booklet. World Goodwill. New York, NY. 20pp. No Charge.
Provides a brief history of the disarmament issue in general and as it was debated in the UN, some thoughts on the psychology of peace and the relationship of disarmament and development, and a formula for peace and progress. Includes a resource list of useful books, pamphlets, papers, periodicals, etc. through which people can further become informed about the issue and actions they can take.
- Ungd World Goodwill Commentary. Human Rights, No. 12. June 1978. World Goodwill. New York, NY. 16pp. No Charge.
The thought is advanced that "the only real threat to human survival lies in organized selfishness." To neutralize this, people of goodwill throughout the world must take an active part in human affairs and in solving human problems. The fact of the One Humanity and the value of the individual are discussed. Also, a "dual approach to implementing human rights" is suggested. Included is the "Universal Declaration of Human Rights."
- Ungd World Goodwill Commentary. Quality Not Quantity; An Examination of the Population Problem, No. 8. June 1975. World Goodwill. New York, NY. 10pp. No charge.
Gives population figures for the ten most populous countries, and for the main areas of the world and the growth rate between 1960-70. Assesses what has been done to date about the problem and presents ideas on the "spiritual aspects of the problem." A list of resources--books, reports, magazines--is included.
- Ungd World Goodwill Commentary. Right Human Relationships; Perspectives on Women's Liberation, No. 10. June 1976. World Goodwill. New York, NY. No Charge.
Amidst a discussion of the new consciousness, the principle of equilibrium, international women's year and woman in the new age, the tenet is put forth that the "spiritual issue (in considering right human relationships) is the imprisonment of the human spirit or its freedom and liberation."
- Ungd World Goodwill Commentary. Values to Live By, No. 7. October 1973. World Goodwill. New York, NY. No Charge.
The following precept sets the tone of the pamphlet: "The fate of men and nations is determined by the values which govern their decisions." Along with the need for new values, the pamphlet suggests five values for each of us to live by.
- Ungd "World Reconstruction--A Spiritual Imperative." Mary Bailey. Paper. Lucis Trust. New York, NY. No Charge.
The paper advances the theme that we are here on earth not for our own benefit or pleasure, but, rather to grow in consciousness "as a contributing part of a planetary and solar system with goals and purposes of universal scope ..." This is related to the theme that "the need for world reconstruction--politically, economically, and socially--involves spiritual, psychological and physical factors."

GLOBAL EDUCATION AND FUTURISTICS:

Futuristics

Global Awareness

One Humanity

"Spaceship Earth"

The United Nations

World Citizenship

World Government

World Order

"We are one on this planet; we cannot escape. We can maim ourselves explosively or tortuously (or) we can initiate a renaissance of global dimension."

Report of the International Conference
on Education About Global Development
June, 1974

"Unity is not something to be built up and achieved, but rather, it is a fact to be discovered."

World Union Focus, 4/76

- Sec
Grades "Adding a Global Outlook to Our Secondary Curriculum: Classroom Teaching Strategies." Jayne Millar Wood in Social Education. 38:7 pp. 664-671. Nov.-Dec. 1974.
This article suggests specific themes and approaches to integrate a more global perspective into courses presently taught at the secondary level.
- E1
Grades Bases for World Understanding and Cooperation. Joan E. Moyer. Association for Supervision and Curriculum Development. Washington, DC.
Includes excellent suggestions to help initiate an approach to world cooperation and understanding for younger children.
- Ungd Basic Facts about the U.N. United Nations. 64pp. 1978. \$1.50. Available from World Without War Bookstore. Chicago, IL.
A factual introduction to the United Nations system; a summary of its purposes, structure and activities.
- E1
Grades Children of the World: A Series of Nine Television Programs for Elementary Students. Jo Ann Larson. Unicef. New York, NY. 1973.
A guide to nine 30-minute videotape programs which depict a child's life in different countries, thereby pointing out similarities and differences that exist for all humans. The guide presents instructional objectives; previewing, viewing, and postviewing techniques and supplementary materials.
- Ungd "Columbus in the World, the World in Columbus", Reports Nos. 1-20. Transnational Intellectual Cooperation Program (TICP), Mershon Center. Columbus, OH. April 1974-January 1976.
Information concerning Columbus and its involvement in the world through contacts in business, industry, ethnic groups, etc. is presented in tabular statistical form, concisely and in a neutral manner.
- Ungd Contending With a Planet in Peril and Change: An Optimal Educational Response. Burns H. Weston. Institute for World Order. New York, NY. 1979. 50pp. \$1.50pb.
Sets out the rationale, topical focus, and methodology of world order education. Deals with creating the future.
- E1 -
Sec Creating the Future. Slide Show. COPRED. \$20.00. Available from American Friends Service Committee. Denver, CO.
This slide show with script is an introduction to peace studies for elementary and secondary school teachers. Includes introductory comments and a list of resources and organizations which can provide further information. It has been tested in teacher education workshops.
- Ungd Curricular Dimensions of Global Education. Pennsylvania Dept. of Education and Citizen Education-Research for Better Schools, Inc. Philadelphia, PA. 1979.

Not intended as a teaching manual, but addressed to professionals from a variety of disciplines, with the intent of "stimulating awareness of the implications that global studies have for their special interests". The first 2 chapters provide an overview of global education and nine out of the ten following chapters deal with the ways in which the teaching of a specific discipline might be organized to incorporate the study of global concerns. The tenth chapter is addressed to administrators. Chapter two by James Becker gives a survey of global education efforts at the state, regional, and national level. Becker cites examples of "globalizing existing courses", etc.

Up
Sec Dag Hammarskjöld: Economist, Peacemaker, Quiet Diplomacy.
Available from UNALA. Los Angeles, CA. Rental: \$5.00 for 3 days.
A film about the former Secretary-General of the UN.

Ungd Democratic World Government and the United Nations. 2nd Edition.
A. Fonseca Pimentel, and Escopo Editora. Brasilia. 1980. 158
pp. Available from UN Bookstore. New York, NY.
Briefly cites different theories about a world state of
government throughout history ranging from the Greek Cynics and
Stoics, the Roman Seneca and Marcus Aurelius, through St. Augustine
through to Albert Camus, etc. It discusses the concept of a
democratic world government, why it is imperative and how the UN
could be converted or give rise to such a world democratic order.
The alternative of a nuclear holocaust, etc. is discussed.
Includes an index and a bibliography.

Up
Sec Diplomat at School. 16mm Film ½ hr. Available from UNALA.
Los Angeles, CA. Rental: \$5.00 for 3 days.
Training for UN service as related by Barbara Ward and
Ralph Bunche.

K-5 Discovering the World: An Adventure in Global Understanding.
Spoken Arts. New Rochelle, NY.
A multimedia human relations program designed to develop
worldmindedness in children.

Ungd Earth. Color Film. The Hartley Film Foundation, Inc. New York,
NY. 9 min. Sale: \$150.00; Rental: \$20.00.
"Through hundred of images of people, places and things,
'Earth' traces the course of man's inventiveness from the ax to
the rocket, the creation of cities, and the new view, from the
moon of our planet as a unity in balance. Premiered at the
celebration of the U.N.'s 30th birthday before world leaders,
both political and religious, and acclaimed as a strong and
moving statement for world unity. Narrated by John Houseman.
Cine Gold Eagle Certificate, 1976."

Ages
7-16 Earth: Our Crowded Spaceship. Isaac Asimov. John Day. New York,
NY. 1974.
Discusses the problems we face as population increases and
energy sources, food, and land become more scarce. Profusely
illustrated with charts, maps, and photographs.

- Early** The Earth, Home of the People--Big Book. Silver Burdett Co.
E1 Morristown, N.J.
 Loose-leaf bound to stay open for display, it contains 30 full-color visuals large enough to be seen by an entire class. Presents a world view of people--what people in communities around the world do to make the earth a liveable home for themselves, how culture and environment affect the ways in which people work, learn and play. Pupils then consider the earth itself--its form, composition, climates and continued process of change. The basic concepts stressed are people and the earth. Includes a teacher's manual.
- Ungd** Earthship. Institute for World Order. New York, NY. c1974. 71pp.
 \$4.95.
 Thirty activities to develop earth-awareness as well as teaching the basic skills of using maps and globes of the world. Includes Buckminster Fuller's "Global Village" and the concept of "earthship".
- Ungd** Earthship: Fluid Geography of Three-Dimensional Spaceship Earth.
 Manual for Teachers, Phase I, part A. Institute for World Order.
 New York, NY. 1972.
 A brief outline of objectives and classroom activities to develop "earthmanship", the improvement of understanding, communicating, and relationship among peoples on "spaceship earth". Exploratory materials based on geographic concepts.
- K-12** Education for a World in Change: A Working Handbook for Global Perspectives. Intercom 84/85. David C. King. Margaret S. Branson, Larry. E. Condon. Center for Global Perspectives. New York, NY. 100pp. 1976. \$3.50.
 Builds on the literature and research on concept learning, humanities education, valuing and skill development. The purpose being to point out ways these aspects of the curriculum can apply to developing education with a global perspective. Includes goals and objectives for effective and responsible participation in the present world system and that of the next century. Provides sample lessons in a variety of subject areas.
- Ungd** Education for the World View. Council on Learning. Change Magazine Press. New Rochelle, NY. \$3.00.
- Sec** The Family of Man. Available from Selective Educational Equipment, Inc. (SEE). Newton, MA.
 An inquiry-oriented, interdisciplinary multi-media social studies program. It is designed to help students learn how to be both nation-minded and world-minded. Through a series of family and community studies, the program develops an understanding and appreciation of human behavior inquiry, geographic, and data-gathering skills, concepts and generalizations from the social sciences. The series includes an Ahanti family of Ghana, a Kibbutz family in Israel, a Quechua family in Peru, a Japanese and a Russian family.

- Ungd Footsteps into the Future: Diagnosis of the Present World and a Design for an Alternative. Free Press. New York, NY.
- Ungd For all the World's Children. 16mm Film. UNICEF and UNRWA. 1/2 hr. Available from UNALA. Los Angeles, CA. Rental: \$5.00 for 3 days.
A look at Arab, Jewish, Czechoslovakian, Austrian, and Chinese children helped by UNRWA. (United Nations Relief and Works Agency) and UNICEF (United Nations Children's Fund).
- Ungd Futures Unlimited: Teaching About Worlds to Come. Bulletin 59. Robert Fitch and Cordell Svengalis. National Council for the Social Studies. Washington, DC. 1979.
Summarizes many of the approaches to the study of "the future". Offers practical suggestions for incorporating future studies in the curriculum and provides a wealth of bibliographic references.
- Ungd "Geographic Education for Spaceship Earth." Kevin Blackford. Curriculum and Research Bulletin. 9:2 pp62-74. June 1974.
Six unsatisfactory ways of approaching geographic concepts in the classroom are presented. An alternative that would promote global-mindedness and the development of accurate mental maps in students is discussed in terms of teaching techniques.
- Sec "Global Awareness: A Curriculum Plan for World Study." Michael R. Simonson. NASSP Bulletin. 61:411 pp75-79. October 1977.
Provides a model for developing global awareness activities in a secondary school.
- E1 -
Sec Global Awareness in the Curriculum. Research Reports, Vol.II. Issue I. Michael R. Simonson. Ames Research Institute for Studies in Education. Iowa State University of Science and Technology. Ames, IA. 1977. 69pp.
Contains the edited proceedings of a conference on global awareness--the process of becoming open, sensitive, positive toward other cultures as well as one's own. Papers by professional educators cover a variety of topics in cross-cultural education, especially for elementary school students.
- Sec Global Development Studies. A Model Curriculum for an Academic Year Course in Global Systems and Human Development at the Secondary and Undergraduate Levels of General Education. Management Institute for National Development. New York, NY. \$5.00 68pp.
This experimental model centers on the global nature of today's social, political, and business affairs in order to help students understand the realities of global systems, interdependencies, and imbalances. Suggests use of surveys, interviews, research, and group discussion to develop conscious attitudes toward one's own beliefs and the beliefs and conceptions of others. Organizations and relevant periodical literature are listed and pertinent bibliographies with source information are provided.

- Ungd Global Ecopolitics. Dennis Clark Pirages. Duxbury Press. North Scituate, MA. 1978. 283pp. \$8.95pb. Available from Wadsworth Pub. Co., Inc. No. Scituate, MA.
A description and theoretical discussion of the role of new ecological, economic, and technological forces in international affairs.
- E1 - Global Education: Adding a New Dimension to Social Studies; Social
Sec Education : 41:7 January 1977.
Contains a number of articles on global education, including descriptions of practical classroom activities and bibliographies.
- Ungd Global Education for Global Issues; Indiana Social Studies
 Quarterly. Vol. XXXII, No. 2, 1979.
Provides a rationale, presents different perspective, and provides sample programs and bibliographies for global education. Includes a review of several books and films.
- K-12 Global Education Guidelines. Michigan State Department of Education. 1978. Available from John Chapman. General Education Services. Lansing, MI.
Designed to assist in the institutionalized implementation of global perspectives in state education, K-12. Includes definitions, rationale, goals, implementation, criteria for program development, information about the global education guideline committees, and an extensive annotated bibliography of materials and organizations.
- Ungd Global Future Game. Earthrise. Providence, RI. \$10.00.
Dynamic simulation of present and future world conditions in terms of population, food, technology and education and the relative growth rates of each.
- H S Global Issues: Activities and Resources for the High School
 Teacher. Kenneth A. Switzer and Paul T. Mulloy. Social Science Education Consortium. Boulder, CO.
Provides an introduction to teaching about current global issues. Topics include energy, world trade, human rights, foreign aid and technology. Also includes lesson plans, student handouts, and a guide to classroom resources.
- K-12 Global Perspectives: A Humanistic Influence on the Curriculum.
 Center for Global Perspectives. New York, NY. 1975.
Develops sequentially from K-12 the knowledge, attitude, and skill objectives of a conceptual framework for adding a broader, more realistic worldview into existing curricula. Includes: 1. Suggestions for Curriculum Development, containing objectives and an outline of specific ideas, questions, and activities keyed to traditional topics taught at each grade level (K-6 or 7-12) 35-50pp. \$1.25 each; and 2. Patterns for Teaching, which provides sample lessons illustrating the ideas above and ideas for creating lessons. 35-50pp. \$2.00 each (K-6 or 7-12).

- K-12 Global Perspectives Handbook. Draft. David Victor and Richard Kraft. Social Studies Development Center. Bloomington, IN. (BBB 08298). 1976. 43pp.
Contains eight classroom activities designed to increase global awareness of students. Objectives and procedures are given for each activity. Charts, discussion topics, and masters for student handouts accompany some of the activities. Ideas can be used at any grade level. Includes sources for materials, films, and books and ideas for teacher-developed activities.
- Ungd The Global Predicament: Ecological Perspectives on World Order. Editors: David W. Orr and Marvin Soroos. The University of North Carolina Press. Chapel Hill, NC. 1979.
Composed of seventeen essays, this publication explores the political aspects of a variety of global ecological problems and the growing need for resource management on a planetary scale.
- El-Mid
Grades Helping Boys and Girls Discover the World's Teaching About Global Concerns and the United Nations in Elementary and Middle Schools. Editors: Leonard S. Kenworthy, James M. Becker, et. al. The Unesco Associated Schools Project of the U.S. 1978. Available from the UNA-USA. New York, NY.
Booklet format offers questions and answers dealing with philosophy, practical suggestions, promising practices, and helpful resources for teachers and parents. Gives suggestions on how to introduce global concerns in subjects from art and music to traditional social science offerings.
- Ungd "Human Loyalty Expressionnaire." Theodore F. Lentz. Peace Research Laboratory. St. Louis, MO.
A 104-item questionnaire helping individuals reflect on the concept of the one humanity (humatriotism/worldmindedness) and assess their own attitudes toward it.
- Ungd "Human Rights and World Order Politics." Fouad Ajami. Institute for World Order. New York, NY. \$1.50.
One of a series of "easily digested working papers" which are a part of the Institute's World Order Models Project.
- Ungd Humatriotism; Human Interest in Peace and Survival. Editor: Theodore F. Lentz. Peace Research Laboratory. St. Louis, MO. \$5.50 with postage.
"Humatriotism" indicates loyalty to the people of all nations. "...we must find a way to lift our consciousness from the narrow or local level to the global...Humatriotism does not negate, but rather includes other loyalties, whether to one's national, community or family."
- Ungd "The Institute for World Order Progress Report." Institute for World Order. New York, NY.
Provides information on the World Order Models Project and on peace studies programs and other related projects of the Institute.

- Ungd Intercom 96/97. Education for a World in Change: A Report. David C. King, James M. Becker, and Larry E. Condon. Global Perspectives in Education. New York, NY. \$5.00.
Gives information on the array of global perspectives programs in action--local initiatives, endorsements at the state and federal levels, new textbooks, in-service courses, etc.
- Ungd International Education for Spaceship Earth. David C. King. Foreign Policy Association. New Dimensions, no.4. Thomas Y. Crowell. New York, NY. 1970.
Part I is a digest of the full report: "Educational Needs for 'Spaceship Earth', wherein all inhabitants are seen to have a common destiny and earth is seen as a single interlocked world system. Obstacles to change are also discussed. Part II offers strategies for change, experimental curriculum projects, and teaching methods. Includes useful readings and bibliographies throughout, and includes a chapter on the use of simulation games.
- Ungd International Learning and International Education in a Global Age. Richard C. Remy. National Council for the Social Studies Bulletin. No. 47. Washington, DC. 1975.
Practical suggestions for teachers interested in implementing global education in their classrooms.
- H S Internationalism: Opposing Viewpoints. Editor: Bruno Leone. Available from Social Studies School Service. Culver City, CA. \$3.45.
One of a series of books (Nationalism, Capitalism, Socialism, Communism, and Racism, are the others in the series.). Includes readings from various thinkers covering the need for world law, the League of Nations, the U.N. and a look at the future.
- Ungd Introduction to World Peace Through World Law. Grenville Clark and Louis Sohn. Revised by Louis Sohn, 1973. Available from World Without War Bookstore. Chicago, IL. 128pp. \$1.50.
States the practical prospects, need and specific changes which must be made to make the U.N. or any other international organization an effective keeper of the peace. Identifies world law, general and complete disarmament, world economic development and processes for peaceful change as interrelated goals. Includes an essay by Robert Pickus and Robert Woito discussing five different approaches to world law current in the U.S.

- K Kindergarten Social Studies Program: Teacher's Resource Guide. Charles L. Mitsakos. Chelmsford Public Schools. Chelmsford, MA. 1977. 65pp.

Five units are designed to assist kindergarten teachers in developing and implementing social studies programs which focus on introducing children to the world, its resources, and its peoples. These units identify instructional activities and resources that correlate basic map and locational skills with global awareness objectives. Suggests various activities to involve the students, includes a listing of educational media (charts, books, films, sound filmstrips), and suggestions for teaching. Introductory information includes information to classroom teachers about various ways of using the units in kindergarten, the availability of materials, and suggestions for responding to questions kindergarten children frequently ask.

- Ungd Laughing Together. Barbara N. Walker. Four Winds Press. New York, NY. 1977.

"Giggles and grins from around the globe."

- Early Learning About the World (1st Semester), and Children in Other
E1 Lands (2nd Semester). Allyn and Bacon, Inc. Boston, MA.

The Child is introduced to the globe and to the people who live on the various parts of it. The child begins to learn about cultural similarities and differences and to realize the need to understand and respect these differences. Introductory globe study acquaints the pupil with children in four countries of the world: Japan, Mexico, England, and American Samoa. The child becomes aware that humanity's basic wants are always greater than existing resources and that therefore skills and ingenuity must be used in order to provide for itself. The teacher's kit materials for bulletin board display or for making transparencies or duplicator masters. Also includes a teacher's guide.

- Ungd Lest We Forget History; How the UN Began. 16mm Film. ½ hr. Available from UNALA. Los Angeles, CA. Rental: \$5.00 for 3 days.

Looks at the reconstruction of destroyed cities throughout the world after WWII, and how all humans were intended to benefit by the creation of the UN.

- E1- "The Local Community and Global Awareness." An Occasional Paper.
H S Deborah L. Truhan. Global Development Studies Institute. Madison, NJ. 1977.

Presents ways in which students and teachers can identify social, cultural and economic relationships that they have with the world. The activities are aimed at high school level, but many can be modified for use at lower grades. A concluding section lists nine sources or organizations helpful in studying local aspects of global interdependence.

- Ungd Minds of Men. 16mm Film. Unesco. ½ hr. Available from UNALA. Los Angeles, CA. Rental: \$5.00 for 3 days.

Looks at Unesco's involvement in the world. Its many projects include an involvement in education, science, and culture, throughout the world.

- K-6 Myself and Others. Global Perspectives in Education, Inc. New York, N.Y. \$5.00.
Classroom materials ready to be photocopied and teaching activities show how global perspectives can be woven into courses now being taught.
- Ungd The National Interest and the Human Interest: An Analysis of U.S. Foreign Policy. Robert C. Johansen. Princeton University Press. Princeton, NJ. 1980. 517pp. \$6.95pb.
This book is a major study of U.S. foreign policy utilizing the value-centered approach of the Institute for World Order. The first and last chapters spell out an alternative framework (global humanism) and steps toward its implementation, to bring about a new world order. Several tables are included which illustrate the gaps between professed values, actual performance, and global humanist values in each case studied.
- Ungd 1982. Canadian Peace Research Institute Press. Oakville, Ontario, Canada. \$4.50.
The objectives of this book are two-fold: 1. seeks to inform readers of the very real challenges confronting the world; 2. presents a specific plan of action that contains three parts: gradual universal disarmament, increased foreign aid to third world nations and a new multi-national permanent peace-keeping force. The book is based on a computer model built upon events of the past, tested against a 2nd historical period and then projected into the future.
- K-12 Network to Educate for World Security--Details of the Plan. Institute for World Order. New York, NY. \$3.00.
Includes brief papers on: "Disarming the Dilemma: The Educational Solution"; "Literature and Laboratory: From Primary to Post Graduate"; "Who's Doing What and How: A World Wide Sampling", etc.
- Ungd The next 200 Years: A Scenario for America in the World. Herman Kahn and others. Morrow. 1976. 241pp. \$3.95. Available from the World Without War Bookstore. Chicago, IL.
An optimistic projection of our ability to solve our critical global problems as we move toward a post-industrial era of abundance and fulfillment.
- Ungd On the Creation of a Just World Order: Preferred Worlds for the 1980's. Editor: Saul Mendlovitz. Free Press. 1974. 356pp. \$4.95. Available from the Institute for World Order. N.Y., N.Y. or the World Without War Bookstore. Chicago, IL.
Scholars from seven nations present their preferred models for a world order characterized by peace and social justice.
- Sec Packet M. Social Science Education Consortium (SSEC). Boulder, CO. \$9.25.
Includes an analysis of available materials for global education, and a view of how the concept of culture can be fostered in children.

GLOBAL EDUCATION

- E1- Paper Kite. Color Film. 20min. Available From UNA-USA. Pacific
Adult Chapter. Los Angeles, CA. No Charge.

An animated puppetoon adventure of a small boy who dreams he goes around the world on a paper kite, stopping to help people on behalf of Unicef and, with its resources.

- Ungd Peace and World Order Studies: A Curriculum Guide. Institute
for World Order. New York, NY. 1978. 478pp. \$5.00pb.

Course outlines for a full range of world order subjects: introductory courses, war prevention, social and political justice, economic well-being, ecological balance; values clarification, futurism, and system change. Includes an extensive bibliography, listings of teaching and research programs and relevant institutes and organizations.

- 4-9 People and Places. Margaret Mead. World. 1959. 319pp. Avail-
able from Bantam Books New York, NY. \$.75pb.

This publication remains one of the best explanations of why the world's people live where they do, and how they cope with life.

- H S People and Progress: A Global History. J. Norman Parmer, Milton
Finkelstein, and Robert M. Stephen, Jr. Laidlaw Brothers. River
Forest, IL. 1978. 797pp. \$11.43.

Provides an easily readable and understandable study of the process of change and development in all regions of the world. The content is arranged in such an order as to encourage a global perspective, treating Asia, the Middle East, Africa, Europe, and the Americas, with a final chapter introducing major global issues which affect them all. Accompanied by a teacher's manual which suggests several approaches to using the book.

- Ungd The Philosopher's World Model. Archie Bahm. Greenwood Press.
Westport, CN. 295.pp.

A philosopher and educator present a comprehensive overview of humanity's urgent need to develop a world philosophy. Assesses the "human predicament", examines existing "World Order Models", and other "plans for survival". Finds these all deficient because of their lack of emphasis on the philosophical sciences. Proposes a philosopher's world model, addressing both Eastern and Western thought.

- Ungd Pied Piper. Unicef. 16mm Film 1/2hr. Available from UNALA.
Los Angeles, CA. Rental: \$5.00 for 3 days.

Unicef is presented as more than a source of food and money; it is presented as a way of life. Provides a look at the children around the world.

- E1- Portfolio of Projects: Suggested Projects on the UN and its
Sec Agencies for Elementary and Secondary Schools. Leonard Kenworthy,
Seymour Fersh, James Becker, et al. UNA-USA. New York, NY. 1971.
\$1.50. Available from World Without War Bookstore. Chicago, IL.

Provides examples of opportunities for unusual curriculum enrichment. Includes recommended readings.

- Ungd Portrait of U. Thant. 16mm Film. ½ hr. Available from UNALA. Los Angeles, CA. Rental: \$5.00 for 3 days.
An interview with the Burmese ex-Secretary-General of the UN.
- K-12 Project Survival: International Education for The Seventies in Glen Falls. Glen Falls City Schools. Glen Falls, NY. 1970.
Includes a working paper and a teacher's survival kit. The primary goal is to develop an increased understanding of the world as a global system and mankind as a single human community.
- Ungd The Quest for World Order. Robert Cooley Angell. The University of Michigan Press. Ann Arbor, MI. 1979. 186pp.
The author (a former Unesco project director) examines and evaluates developments on the world scene as to whether they show promise for moving the world toward greater order and justice. 114 nations are ranked by their predicted support for world order. National characteristics that could influence policies on world order are assessed using 5 predictors: citizen participation in international non-governmental organizations, global enlightenment (via schools, media, work and study abroad, etc.), international trade, population pressure, and economic productivity. The author also calls for the creation of a massive, transnational voluntary movement of people who will "lobby" for world order.
- Ungd Reference Guide to the United Nations. UNA-USA. New York, NY. 1978. 100pp. \$7.50. Available from the World Without War Bookstore. Chicago, IL.
A looseleaf notebook with basic factual information on every UN body, specialized agency and program--updated annually.
- Ungd The Sane Alternative. James Robertson. River Basin Press. 151pp. \$5.00. Available from Planetary Citizens. New York, NY.
A clear and thought-provoking discussion of different perspectives about the future and a convincing advocacy for the creation of a sane, humane, and ecological future in which we fulfill ourselves and develop our potential as human beings. The author identifies 5 general scenarios currently being discussed by those interested in the future. Gives practical information to help one get involved in creating a new future. An appendix lists people and organizations in Britain, Europe and North America who are working to create the "sane alternative".
- Ungd Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education. Lee Anderson. Mid-America Program. Bloomington, IN. 1979.
The significance of global education and the realities which make it imperative are spelled out in this volume. Also documented in this book is the long-term trend toward the globalization of society and some of the educational changes already taking place as a result of this trend. Especially useful for student teachers, teachers, and "teachers of teachers".

- E1-
Sec Schooling for a Global Age. Editor: James M. Becker. McGraw-Hill Book Co. New York, NY. 1979.
"Global education--teaching elementary and secondary school students to think for themselves as participants in a world society--is the focus of many pioneering programs today in elementary and secondary schools throughout the U.S. This book provides a comprehensive, up-to-date examination of these programs as well as practical advice for those who wish to introduce such programs in their own schools.
- Ungd In Search of a Relevant Utopia. Institute for World Order. New York, NY.
Explains the focus of the Institute on 1) "how to reduce the incidence of international violence significantly", and 2) how to create tolerable conditions of world wide economic welfare, social justice, and ecological stability.
- Ungd The Secretary-General of the UN. Robert Muller. Agni Press. Jamaica, NY. 1977.
The author who worked very closely with Secretary-General U-Thant describes that office. He sees the Secretary-General as the "eyes, the ears, the mind, the heart, and the voice of humanity." In his discussion, he also assesses the work of the United Nations.
- Ungd Seventh and Final Annual Progress Report. 1977-78. World Education Project. Storrs, CN. June 1978.
- Ungd Sharing Global Resources: Toward a New Economic Order. Slide Show or Filmstrip with Cassette Soundtrack and Study Guide. Available from the American Friends Service Committee. Philadelphia, PA.
The focus is on the New International Economic Order and the demands for an equitable sharing of the world's resources. The slideshow is \$50.00 and the filmstrip is \$45.00.
- Ungd A Study of Future Worlds. Richard Falk. Free Press. New York, NY.
- Ungd Supporting the United Nations; What You Can Do to Help. Booklet. World Goodwill. New York, NY.
Lists several "suggestions for action on behalf of the United Nations". Includes helpful resources.
- 4-6 Teaching About Spaceship Earth: A Role-Playing Experience for the Middle Grades. Judith Torney and Peggy Mastrude. Intercom No. 71. Nov. 1977. Center for Global Perspectives. New York, NY. \$1.50.
A simulation game in which students, as passengers and crew on a spaceship cope with emergencies that demonstrate the interdependencies of their life-support system and their need to work together.

- Ungd Teaching About The World Through The Local Community: Instructional Kit. Center for World Education. Burlington. VT.
Contains background readings, classroom activities and a list of resource organizations. For rental, you may call collect: (802) 656-2030.
- K-12 Teaching Materials on the UN: An Annotated Bibliography for Elementary and Secondary Schools. UNA-USA. New York, NY. 21pp \$5.00.
Brings together materials recommended by educational authorities on curriculum, background information, student participation and books for student reading.
- Ungd Techniques and Materials for Global Studies: Groton Follow-Up Conference. Global Development Studies Institute. Madison, NJ. 1977.
Designed for secondary school teachers who are at the initial stages of teaching global studies or introducing global concepts into their courses. Reviews ways to 1. introduce an awareness of global issues and the interdependence of our planet, and 2. develop related cognitive skills. Techniques, activities, and materials relevant to this teaching are presented. Includes an annotated bibliography with addresses of all references.
- Ungd Ten Global Perspectives Maps. Russell H. Lenz. World Eagle. Wellesley, MA. \$29.75.
Maps which are "guaranteed to shake up your students". Among the nontraditional perspectives they show are East Europe as seen from West Europe; the U.S. as seen from Canada; Southeast Asia as seen from the People's Republic of China; Latin America as seen from Cuba; the Mideast as seen from Israel; the Soviet Union as seen from Southeast Asia. The maps can be used to highlight foreign policy issues from the perspectives of the various nations.
- Ungd The Third Try at World Order: U.S. Policy for an Interdependent World. Harlan Cleveland. World Affairs Council of Philadelphia. Philadelphia, PA. \$3.95.
A book positive in its assertion that the human species has the initiative and imagination to solve problems of population, energy, economic development, trade, investment, and conflict in all its forms.
- Jr-Adult This is the United Nations. 16mm Color Film. 1979. 15min.
Available from UNA-USA Pacific Chapter. Los Angeles, CA. No Charge.
A clear and colorful picture of UN Headquarters at work in New York, explaining the structure and the work of the agencies. Describes the basic structure of the UN and the UN organs. Also gives a history of the charter of the UN.
- Ungd Tour of the UN. 16mm Film. 1/2 hr. Available from UNALA. Los Angeles, CA. Rental: \$5.00 for 3 days.
Presents the multi-faceted world of the UN, and many of the world's grievances presented there.

- Ungd Toward a Human World Order: Beyond the National Security Strait Jacket. Gerald and Patricia Mische. Paulist Press. Ramsay, NJ. \$2.95 + Mailing.
The authors call for a world security system to replace the present national security system which is actually powerless to effect peace. World order planning is advocated; the first step is to promote consciousness-raising to make people aware that they can, as individuals, have some impact upon the world. Describes alternative possible and ongoing programs.
- Ungd Transformation or Catastrophe. Dorothy Gillam Baker. Uniterre. New York, NY. \$2.50 + \$.50 for mailing.
Examines the contemporary world from the perspective of earlier civilizations and their breakdown. The author explores the circumstances surrounding their decline, with special emphasis on group attitudes toward life and society. The author emphasizes the need to build toward a new world order.
- E1 Trip to the Moon. Slides and Cassette. Tom Scatchard. Charlotte Central School. Available from the Center for World Education. Burlington, VT.
Includes 45 slides and one cassette tape. Helps elementary children understand the concept of spaceship earth.
- Ungd Unesco. 16mm Film. ½hr. Available from UNALA. Los Angeles, CA. Rental: \$5.00 for 3 days.
Takes us on a tour of the Unesco headquarters in Paris. Presents a view of the Unesco functions.
- K-12 Unesco: Occasional Paper No.2. Canadian Commission for Unesco. Ottawa, Canada. January, 1972.
Describes the Associated Schools Project in Canada--its objectives, history, participation, conditions necessary for success, representative topics studied in the school curriculum and extracurricular activities. (See "Resource Centers" section for description of the Unesco Associated Schools Project.)
- Ungd Unicef and the Rights of the Child. No. 5203. Unicef (United Nations Children's Fund). New York, NY. 1974.
Includes a discussion of the need, history, preparation, summary, significance, as well as the full text of the "Declaration of the Rights of the Child." Interspersed with pictures of the children of the world in different settings and activities. Also included is a brief description and history of Unicef.
- Ungd UN and World Disputes. 16mm Film. ½hr. Available from UNALA. Los Angeles, CA. Rental: \$5.00 for 3 days.
Presents a brief history of the founding of the UN, conflicts in Asia, the Mideast, and Greece, and the agreements which were made to settle those conflicts.
- Ungd UN Grand Design. 16mm Film. 15min. Available from UNALA. Los Angeles, CA.
A look at the purpose or aims of the UN, and how it was expected to participate in world affairs.

- Ungd The United Nations and Human Survival. Henry C. Beerits. Information Services of the American Friends Service Committee. Philadelphia, PA. 1976. \$1.50.
 A review of the United Nations' potential as a key factor in the solution of major world problems. For example, "The United Nations and the Reshaping of the World Economic Order," "The United Nations and the Building of a Durable Peace," "The United Nations and the Improvement of the Quality of Life," etc.
- 7-9 Universals of Culture. Alice Ann Cleveland, et al. Global Perspectives in Education, Inc. New York, NY. 1979. \$5.00.
 A handbook of activities for middle grades offers an approach to the study of cultures using conceptual tools which the authors call "universals of culture," found in some form in every culture on earth. Classroom activities are ready to be photocopied and teaching activities show how global perspectives can be woven into courses now being taught.
- Ungd View from the UN: The Memoirs of U Thant. Doubleday and Co., Inc. New York, NY. 1978. \$10.00.
 As Secretary-General of the UN from 1961-1971, U Thant was at the forefront of international politics during one of the most turbulent decades in the history of the UN. He concerns himself with the how and the why of the events he witnessed. He supplies new insights into the workings of the UN and recent global history. The book reveals U Thant as an extraordinary man of quiet modesty whose only allegiance was to the pursuit of global peace.
- Ungd Voyage to Next. John and Faith Hubley. 16mm Animated Color Film. Film Images. New York, NY. 10min. Rental: \$20.00; Purchases: \$150.00.
 A film which discusses the quality of life in the future and the chances for human survival.
- H S We Are All Brothers: What Do You Know About Race? Ruth Benedict and Gene Weltfish. Filmstrip. Public Affairs Committee, Inc. Available from the Center for World Education. Burlington, VT.
 Includes 1 filmstrip and a written script, and a background pamphlet called "The Races of Mankind".
- K-12 "What Are Global Perspectives?" Paper. Lee F. Anderson. Global Perspectives in Education, Inc. New York, NY. \$1.00.
 A Paper prepared to stimulate discussion and development of the topic.
- E1 The World: Context for Teaching in the Elementary School. Edith W. King. William C. Brown. Dubuque, IA. 1971.
 Calls for an emphasis on the international dimension of education beginning in the very early years. Describes and outlines many practical examples for furthering worldmindedness in the classroom, especially through the arts, literature, and social studies curricula. Suggestions are given for teachers, parents, and children. Includes a bibliography and appendices.

- Mid-
Up
Grades World Cultures in Perspective Series. Charles E. Merrill Publishing Co. Columbus, OH.
An interdisciplinary series which focuses on four major civilizations of the world and seeks to help students gain an awareness of the relationships of the great civilizations to one another and an understanding of the universality of the human condition in all cultures, past and present. Written in narrative style, the books combine maps, photographs, excerpts from original sources, discussion questions, and additional readings for an in-depth study.
- Ungd World Federalism: What? Why? How? Lawrence Abbott. 1977. 44pp. \$1.00. Available from World Without War Bookstore. Chicago, IL.
A statement of the case for world federal authority to achieve world peace and promote world change.
- All
Ages World History Time Line. Color Chart 30" X 40". Social Studies School Service. Culver City, CA. \$2.25.
Parallel time lines show major events from 3,000 B.C. to the 20th Century, in the following world areas: The Americas, Europe, Africa, West and South Africa, Mediterranean Africa, the Near East, Central Asia, India, China, and Japan.
- Ungd World Problems in the Classroom: A Teacher's Guide to Some United Nations Tasks. Herbert J. Abraham. Unesco. Paris. 1973. 223pp. Available from UNA-USA. New York, NY.
Examines the UN programs and achievements in the fields of peace, security, disarmament, human rights, etc. and gives some suggestions as to how these can be discussed and taught in the classroom.
- 9-12 World View Through the Arts. Global Perspectives in Education, Inc. New York, NY. \$5.00 (Bulk rates available).
Classroom materials ready to be photocopied and teaching activities show how global perspectives can be woven into courses presently being taught.
- Ungd World Without Borders. Lester Brown. Random House. New York, NY. 1972.
A clearly written source for students and teachers which deals with such problems as the environment, the rich-poor gap, urbanization, and hunger. It shows the interrelationships with population trends, resource shortages, and the arms race. The author describes the meaning and function of multinational corporations and global interdependence, and also suggests ways of achieving a better world in the future.
- Ungd Your State in the World. Experimental Edition. Social Studies Development Center. Bloomington, IN. 1977. 167pp.
The goals of the 30 activities in this booklet are to help students become aware and to understand the increasing, interdependence of nations in modern society. The activities encourage development of student skills in research, map reading, language arts, and interpreting data. Also explains how to develop additional activities and lists sources of information, materials, and services.

INTERDEPENDENCE AND GLOBAL PROBLEMS:

Development

Energy

Environment

Food

Multi-National Corporations

Resources

Use of the Seas

"Efforts must be made to demonstrate how the beliefs, values and examples of peace and world order enhance the meaning of contemporary experience and/or increase the effectiveness of actions designed to alleviate counterinstances of power abuse, alienation, resource depletion, hunger, injustice and insecurity...As these efforts grow and expand, they will inevitably form a 'web of reinforcement' that will constitute an alternative society."

James Baines, "The Peace Paradigm"

Sec Baldicer (Balanced Diet Certificate) A Simulation Game. Educational
Grades Manpower, Inc. Madison, WI. Players: 10-20. Time: 2-3 hrs.
Debriefing time: 1-3 hrs.

A game which simulates the problem of feeding the world's people. Each participant acts as food coordinator for 150 million people. The objective is to help the players experience the interdependence of world economy.

Ungd The Beginning of the End. Film. 15 min. Available from
Audio-Visual Library Service. University of Minnesota.
Minneapolis, MN. Rental: \$15.00.

Examines the problem of human survival in a world of increasingly interdependent nations.

Ungd Bread, Justice and Global Interdependence. James McGinnis.
Paulist Press. 1979. Ramsey, NJ. \$4.95.

Examines the causes of hunger and poverty, describes the kind of global changes that must take place to eradicate these ills, and offers ways in which concerned individuals and small groups can work toward this goal.

Ungd Bread for the World. Arthur Simon. Paulist Press. Ramsey, N.J.
Available from Alternatives Bookstore. Forest Park, GA.

Perhaps this is the best simple (200 pages) analysis of the hunger issue, with an emphasis on political action possible for U.S. citizens. Examines trade, foreign assistance, and other related issues. Includes discussion questions, action suggestions, and resource bibliographies. An excellent group study/action tool.

Ungd Can We Afford to Guarantee the Right to Food? Cheryl Christensen.
Institute for World Order. New York, NY. \$1.50.

One of a series of "easily digested working papers" which are a part of the Institute's World Order Models Project.

Ungd Care of the Ocean. Illustrated booklet. Service Center. United
Methodist Board of Global Ministries. Cincinnati, OH. \$.50 +
postage.

Outlines our stewardship responsibilities with regard to the oceans.

Ungd Common Heritage. Editor: John J. Logue. World Order Research
Institute, Villanova University. Villanova, PA.

This institute monitors the continuing international debate about the fate of the world's oceans--their vast resources, protection of their environment, and navigation rights. Offered within this publication is a detailed chronicle of recent events surrounding the ongoing United Nations Law of the Sea Conference as well as other ocean-related issues.

- Ungd The Control of the Sea-bed: An Updated Report. Evan Luard. Taplinger. New York, NY. 1977.
 An overview of "the problems of the seas," the history of the U.N. conference and the interests of the future are herein presented.
- Ungd Decision Point: The Oceans. Pamphlet. Service Department. Law of the Sea Project. Washington, DC. 12 pp. \$.30.
 Provides a scriptural basis for concern about the seas. Gives a history of the UN Conference of Law of the Seas (UNCLOS), study ideas, and a resource list.
- H S Development and Interdependence: A One Semester Model Curriculum for Secondary School and Undergraduate Colleges. Available from Anne B. Collier. Global Development Studies Institute. Madison, NJ. 100 pp. \$4.00.
 Designed as a model for courses about the modern world, focusing on global development and interdependence. The model begins with the creation of an awareness in students of the interdependent nature of the modern world. It draws on materials from traditional disciplines, reinforcing both basic skills and the students' powers of analysis and synthesis. Can be adapted to traditional courses in a number of disciplines. Includes a Teacher's Guide and a 30-page annotated bibliography of books, materials, organizations, and other resources.
- 9-12 Development: Bridge to Peace. Kathleen Desmond. American Freedom from Hunger Foundation. Washington, DC. 1970. 44 pp. \$1.00.
 A study guide designed for classroom use which suggests readings, films, discussion questions and activities from which an introduction to development unit (3-10 weeks long) can be organized. Aims are to increase understanding of poverty and underdevelopment in poor nations and in the U.S. and to encourage Americans to do something about it.
- Ungd Drama of the Oceans. Elizabeth Mann Borgese. N.H. Abrams. New York, NY. 1975.
 A well-illustrated book that examines the various uses of the seas from such traditional uses as whaling and fishing to new uses: mining of the deep seas and the development of cities built on the seas.
- Ungd The Earth Managers: The Global Reach of the Multinational Corporations. Editors: Ronald Muller and Richard Barnett. Simon and Schuster, New York, NY. 1974.
 A scholarly critique of MNC's and the economic system and values behind them.

- Ungd Eating as Brothers and Sisters: Meatless Meals and Other Responses to World Hunger. Booklet. J. McGinnis. The Institute for Education in Peace and Justice. St. Luis, MO. 35 pp. \$1.00.
An action and resource guide for working on world hunger which gives relatively simple recipes, life style suggestions for action, important pieces of legislation (updated yearly), groups to support, and additional resources on the hunger issues.
- Ungd The Energy Crisis: An Introduction. A Learning Activity Package. Mary Jo. Leavitt and Harry Leavitt...Unigraph. Seattle, WA. 1977. \$12.00.
One of several products available from this publisher. The materials (of this publisher) are typically packets of unbound pages, containing brief background statements and worksheets which teachers can duplicate and distribute for full class use and discussion or for individualized independent work. The energy packet includes a pretest motivator, a series of activities designed to uncover why there is an energy crises and how U.S. consumption compares with other nations, a section on methods of energy conservation in home use and transportation, and a final section on energy alternatives emphasizes greater reliance on renewable energy resources. A Teacher's Guide with an answer key is included.
- 5-12 Environmental Education Series. Center for Teaching International Relations. Denver, CO. The set is \$23.95.
The set includes the following: "Teaching about Food and Hunger: 33 Activities", 1978, \$5.95; "Teaching about Population Issues", 1977, \$5.95; "Teaching about Population Growth", 1977, \$5.95; "Teaching about Energy Awareness: 33 Activities", 1978, \$7.95. All are designed with master sheets for student handouts so that only one book is necessary for a whole class.
- 9-12 Feed, Need, Greed--Where Will It Lead? Multi-media Kit. SESPA Science Teaching Group. Jamaica Plain, MA. 1974.
A 12-day unit covering the relationship between food, population growth, and the environment (especially the social environment). Using readings, small group presentations and discussion, students eventually develop the meaning of "development", specifically in India, but generalized to apply to the Third World as a whole. An excellent source in terms of the human dimensions of development in the Third World. Includes 139 slides, cassette, and script.
- Sec. Focusing on Global Poverty and Development: A Resource Book
Grades for Educators. Overseas Development Council. Washington, D.C.
Provides usable, comprehensive materials to help teachers integrate studies of global development and interdependence into existing programs of study.
- Ungd Future for Every Child. 16mm Film. 8 min. Available from UNALA. Los Angeles, CA. Rental: \$5.00 for 3 days.
Depicts the population problem and the consequences if it is checked or not checked.

- Ungd Global Reach: The Power of the Multinational Corporations.
Editors: Ronald Muller and Richard Barnett with Joseph Collins
and David Moore. Simon and Schuster. New York, NY. 1974.
Critical review of the operation of multinational corporations.
Includes case studies and a wealth of data.
- E1
Grades Global Studies: Problems and Promises for Elementary Teachers.
Editors: Norman V. Overly and Richard D. Kimpston. Association
for Supervision and Curriculum Development. Washington, DC. 1976.
Emphasizes the need for greater exposure in the school to
the realities of increasing interdependence in the world today.
The focus is on the role of the teacher in using global studies
as an encompassing organizer for general education. Includes a
chapter on "Resources for Teachers" indicating classroom resources
for children with designated grade levels.
- 7-12 Guns or Butter. Simulation Game. William Nesbitt. Simile II.
La Jolla, CA. Players: 18-28. Playing time: 1-2 hours. \$25.00.
Helps students understand how an arms race may be started
and whether institutions can change to promote peace. Serving as
leaders of nations, students try to increase the real wealth of
their country while making sure it is secure from attack by other
countries.
- H S Guns or Butter: Uncle Tom's Military Tapeworm. 110 Slides and
Cassette Tape. SANE. Available from Institute for Education in
Peace and Justice. St. Louis, MO. Rental: \$5.00-10.00, depending
on ability to pay.
Examines the realities and consequences of military spending.
Offers extensive figures based on the 1973-74 U.S. military
budgets.
- Ungd The Handwriting is on the Wall--A World Development Primer.
World Neighbors. Oklahoma City, OK. 1972.
- Ungd "How We Cause World Hunger." Paper. William Moyer and Pamela
Haines. 8pp. \$.20. Available from Movement for a New Society.
Philadelphia, PA.
An analysis of how world hunger relates to the U.S. economic
system. Includes a bibliography.
- Ungd The Hunger Kit. Program of Studies in Peace and Development.
St. Joseph's College. Philadelphia, PA. \$2.50.
Includes Art Simon's "Bread for the World" and a number of
data and materials relevant to hunger in Philadelphia and worldwide.
- Ungd Hunger on Spaceship Earth. Resource Packet. American Friends
Service Committee. New York, NY. \$2.50.
An action-oriented resource packet including background
readings, classroom exercises and questionnaires, alternative
non-meat diets, resources, a simulation game, wall charts, and
action suggestions.

- Ei
Grades Hungry People Show. Slides. Cheryl Hollman Keene. Institute for Education in Peace and Justice. St. Louis, MO. 12 min.
Rental: \$2.00-5.00, depending on ability to pay.
The author uses simple graphics to help students understand hunger and what needs to be done to help hungry people.
- 6-12 The Hungry World. Elizabeth Stamp. E.J. Arnold and Son. United Kingdom. 1972. \$2.00.
An excellent resource, treating hunger, population, education, agriculture, use of water, trade and foreign aid with a good section on what is already being done to solve these problems. The U.K. rather than the U.S. is used as a point of comparison with the rest of the world.
- 4-7 This Hungry World. Elizabeth S. Helfman. Lothrop. Caldwell, NJ. 1970. 160pp. \$4.50.
A clear and well-illustrated discussion about food and its distribution throughout the world.
- K-12 Interdependence Curriculum Aid. Available from the World Affairs Council of Philadelphia. Philadelphia, PA. 112 pp. \$3.00.
A curriculum with study units on peace and disarmament, resource scarcity, science and technology, world law and international institutions, food and nutrition, global economy, human rights, and oceans. Background information, sample questions, audiovisual aids, and classroom activities are part of this publication.
- Ungd "The Interdependence of Nations" Lester Brown in Headline Series. No. 212. 1972. Foreign Policy Association Schools Project. New York, NY.
- Ungd "Learning About Population, Food and Energy: A Middle School Project in Global Perspectives Education," in Global Perspectives. Vol. 1, No. 5.
Gives information about a global perspectives education project (related to the issues mentioned) in Aurora, Colorado. Provides details on curriculum development and teacher training. Includes a list of resources.
- 9-12 Multinational Corporations: The Quiet Revolution? Intercom #74. Spring 1974. Global Perspectives in Education. New York, NY.
What MNC's are, who runs them, their impact on global economic interdependence and what controls are required. Issues are open-ended for future study and discussion.
- K-6 Mutuality in Education. Institute for Education in Peace and Justice. St. Louis, MO. \$1.50.
A mini-manual on global interdependence, and on "mutuality." Identifies goals, outlines significant content. Presents specific teaching suggestions, annotates bibliographical matter.

- Ungd A New Civic Literacy: American Education and Global Interdependence.
Ward Morehouse. Interdependence Series, No. 3. Aspen Institute
for Humanistic Studies. Princeton, NJ. 1975.
Schools have the opportunity to shape a more compatible
world by facing the realities of global interdependence. Cites
key interdependence issues needing to be stressed in order to
develop a new and stronger civic literacy.
- E1-
Adult No Place to Go. Color Film. 29 min. Available from UNA-USA
Pacific Chapter. Los Angeles, CA. No charge.
Produced for the UN Conference on Human Settlements, a film
on rural migration to the cities in underdeveloped countries.
- Ungd Only One Earth: The Care and Maintenance of a Small Planet.
Barbara Ward and Rene Dubos. Norton, New York, NY. 1972.
Social, economic, and political aspects of global issues
such as misuse of resources, pollution, overpopulation, unbalanced
development, and urbanization are examined.
- 3-6 Our Environment 3: Aesthetics. Color Sound Filmstrip. With
Disc or Cassette and Teacher's Guide. EMC Corporation. St. Paul,
MN. 1971. \$32.00.
"A very unusual and sophisticated approach to the concept of
environment, and our need to have beauty and refreshment around
us." The narration is thought-provoking. Similar strips are
available on Sound and Noise.
- 1-6 Our Working World. Science Research Associates. Chicago, IL.
1973.
A program with texts, student problem books, media, satellite
kits, tests, and guides, focusing on how individuals work in the
world and showing need for interdependence and responsibility.
- K-6 Patterns for Teaching Interdependence; Part A, Grades K-3 and
Part B, grades 4-6. Global Perspectives: A Humanistic Influence
on the Curriculum. Editors: David C. King and Cathryn J. Long.
Global Perspectives in Education. New York, NY. 1977.
Intended as a companion to a series of guides for teaching
selected universal concepts to K-12 students. Includes sugges-
tions for lessons in grades K-3 and 4-6.
- H S The Politics of World Hunger. Paul and Art Simon. Harper's
Magazine Press. Boulder, CO.
An objective, factual documentation of the economic problems
of developing countries and their relationship to the economic
and political policies, endeavors and involvements of the U.S.

- Ungd Progress for a Small Planet. Barbara Ward. W. W. Norton & Co. New York, NY. 1979. \$13.95.
Addresses the questions of how technology can be developed on a global scale in a way sustainable by the environment. Contains extensive research covering energy, environment and conservation, industry, food and agriculture, housing, land use, third world development, employment, economics and government. Statistical data documents the increasing escalation of technological advance and its global effects. Alternative projects now in process are evaluated. Includes a bibliography.
- 10-12 The Quality Life. Global Perspectives in Education. New York, NY. Three short booklets on life styles and ecology, interdependence and survival, and the government versus individual freedom. Scenarios and 3 case studies are included in each. Useful in social studies and history courses.
- Ungd Rays of Hope. The Transition to a Post-Petroleum World. Dennis Hayes. Norton & Co., Inc. New York, NY. 1977. 244pp. \$3.95pb.
Produced by the Worldwatch Institute, this publication gives an excellent overview of the problems of energy, focusing on the development, present use, and future of the petroleum-based economy. Provides a summary of the current problems of reliance on oil, failure of industrial nations to develop safe, reliable nuclear power, and then looks at alternative power resources. A useful source for student case studies, classroom ideas, and teacher preparation.
- Ungd Reference Man. 16mm Film. 1/2 hr. Available from UNALA. Los Angeles, CA. Rental: \$5.00 for 3 days.
World food situations. Some ways to solve old nutrition problems.
- Ungd "Spare and Share." Paper. Mennonite Central Committee. Akron, PA.
A starter action list for people concerned about world hunger--suggestions for conserving food and energy and challenging policies which oppress the hungry.
- Ungd Starpower. Game. Simile II. La Jolla, CA. \$3.00.
Acclaimed as the best illustration of the dynamics of power and powerlessness as they can be seen within the developed and developing countries.
- Ungd The State of the Earth SS2. Slide Show. Global Education Associates. New York, NY. \$5.00.
This slide show and printed commentary presents an overview of the general state of the planet with strong emphasis on the interdependencies which exist within structures inadequate to handle them. Excellent as a discussion starter or as a tool for reflection.

INTERDEPENDENCE

- Ungd Soundings. Bulletin. Ocean Education Project. Washington, DC.
The following are available: 1) "Whales: How Safe the Gentle Giants of the Sea?" 2) "The Romance of the Manganese Nodule." 3) "The Common Ocean Heritage."
- K-3 Suggestions for Curriculum Development on Communication; Part A, Grades K-3. Global Perspectives: A Humanistic Influence on the Curriculum. David C. King and others. Global Perspectives in Education. New York, NY. 1977.
A guide for infusing global perspectives on communication into the elementary social studies curriculum. Presents ideas for developing communication activities and lessons which show how global perspectives fit in with the existing curriculum. Includes objectives, suggested time, and resources.
- 4-6 Suggestions for Curriculum Development on Communication; Part B, grades 4-6. Global Perspectives: A Humanistic Influence on the Curriculum. Editors: David C. King, Cathryn J. Long. Global Perspectives in Education. New York, NY. 1977.
A guide for infusing global perspectives on communication into the social studies curriculum. Presents ideas for developing communication activities, self-contained lessons which demonstrate how global perspectives fit in with existing curricula. Includes objectives, suggested time, and resources.
- K-6 Suggestions for Curriculum Development on Interdependence: Part A, K-3 and Part B, 4-6. Global Perspectives: A Humanistic Influence on the Curriculum. David C. King. Global Perspectives in Education. New York, NY. 1977.
Topics and ideas for implementing global perspectives on interrelatedness into the elementary social studies curriculum. Objectives are to help students become aware of global interdependence and the implications and problems which accompany global interdependence. Presents specific objectives and background discussion followed by a topic and idea outline of concepts.
- 7-12 Suggestions for Curriculum Development on Interdependence; Part C, Grades 7-9 and Part D, grades 10-12. Global Perspectives: A Humanistic Influence on the Curriculum. David C. King. Global Perspectives in Education, New York, NY. 1977.
Topics and ideas for infusing global perspectives on interrelatedness into the secondary social studies curriculum. The major objectives of the guide are to help students become aware of global interdependence and implications and problems which accompany interdependence. Presents teaching suggestions, techniques, resources, etc.

- E1 Teaching About Interdependence in a Peaceful World. U.S. Committee for Unicef. New York, NY. 1976.
A teacher's kit which relates global concepts to a child's own experience with units on world food supply, worldwide health, and the delivery of mail, using simulation and role-playing activities. Includes Teacher's Guide and pictorial resources. Teaching About the Child And World Environment is a companion kit to the above. It offers 3 more units on the interrelatedness of natural forces and human activities. Both cite books for children as well as resources for teachers. Inquire about additional related materials.
- Ungd Teaching International Development: A Monday Morning Manual. John McBride. Community Alternatives. Vancouver, B.C., Canada. 1974.
Offers lesson strategies and student development projects for the following themes: population, hunger, literacy, aid, and trade. Lists resources.
- 7-12 Teaching About World Hunger. Kit. Unicef School Services. New York, NY. \$1.50.
A survey of hunger and malnutrition in developing countries and the interdependent factors affecting world food supplies. Includes a 40-page publication, a wall sheet, a poster, and comparison charts showing patterns of food consumption and protein conversions, with a teacher's guide and an annotated bibliography.
- Mid Grades Teaching About World Hunger to Middle-Grade Children. Cheryl Hollman Keene. Slide show. Institute for Education in Peace and Justice. St. Louis, MO. Rental: \$3.00 - \$5.00, depending on ability to pay.
Geared specifically to younger children. Includes some of the structural changes (like land reform) necessary, as well as some of the life-style and individual actions that young people can take.
- 7th Grade Thinking Globally, Acting Locally--About Population, Food and Energy. Aurora Public Schools. Aurora, CO. \$6.00.
An interdisciplinary unit for 7th grade used in the Aurora public schools.
- E1-Adult Tilt. Color Film. 20 min. Available from UNA-USA. Pacific Chapter. Los Angeles, CA. No Charge.
An animated film about world population and hunger.
- Ungd Transnational Corporations in World Development: A Re-Examination. United Nations. 1978. \$12.00. Available from World Without War Bookstore. Chicago, IL.
A comprehensive view of the effects of TNC's on governmental policies as well as on legal, economic, and social circumstances in host countries.

- Ungd The Undersea. Editor: N.C. Flemming. Macmillan. New York, NY. 1977.
An illustrated book that deals mainly with scientific aspects of the seas. Includes statistics, charts and diagrams.
- J H The Vicious Circle. B & W Film. 26 min. Available from UNA-USA. Pacific Chapter. Los Angeles, CA. No Charge.
Education is necessary to rise above poverty, but the basics to live come before education. Without outside help, this vicious circle victimizes 2/3 of the world, mainly children.
- Ungd What do you know? 16mm Film. 1/2 hr. Rental: \$5.00 for 3 days. Available from UNALA. Los Angeles, CA.
Shows the gap between the rich and the poor.
- 9-12 Who Owns the Seas? Helen Garvey and Eric Scott. National Catholic Educational Association. Peace Studies Program. 1975. Available from the World Without War Bookstore. Chicago, IL. \$1.00.
This social studies unit uses introductory readings, and a simulation of the 1975 Law of the Seas Conference. Role playing and valuing exercises focus on the issue of international cooperation on ocean policy and usage. Helps students examine questions of equitability and stewardship and the makings of war or peace.
- Ungd World Economic Survey, 1977. United Nations. New York, NY. 1978. \$10.00. Available from World Without War Bookstore. Chicago, IL.
Provides information on world trade, production, inflation, employment and monetary reserves, debts and rates of exchange.
- Sec Grades The World Economy and the Multinational Corporations. Booklet. Caterpillar. Dayton, OH. 1978.
Provides information about the world economy and the activities of multinational businesses. It includes lessons, tests, and activities for use at the secondary school level.
- Ungd World Energy Survey. Ruther Leger Sivard. Booklet. World Priorities. 1979. 36 pp. \$3.50. Available from the World Without War Bookstore. Chicago, IL.
Projects world energy demand and assesses supply and suggests the need for developing renewable energy resources.
- Ungd World Food/Hunger Studies. Institute for World Order. New York, NY. 1977. 229 pp. \$5.00pb. (Additional copies: \$4.00).
Contains essays, 23 detailed course outlines, and an annotated list of resource materials.
- E1- Sec Grades World Hunger: A Unit for Elementary and Secondary Teachers. James McGinnis and Luanne Schinzel. OSF. Institute for Education in Peace and Justice. St. Louis, MO. \$1.00.
A mini-manual on world hunger, global poverty and development. Includes annotated bibliographical matter, specific teaching suggestions, identification of goals, and suggestions for classroom activities.

- H S World Hunger and Our Response. 40-Frame Filmstrip and Cassette. 22 min. Institute for Education in Peace and Justice. St. Louis, MO. Purchase: \$15.00; Rental: \$2.00 - \$5.00, depending on ability to pay.
Focuses on the need to redistribute power as well as food to hungry nations, on the need to examine our food consumption, on the importance of political action, and on the need to change institutional practices even more than individual life-styles. Includes Eating as Brothers and Sisters and several other readings.
- Ungd The World Hunger Crisis: A Kit of Materials for Study and Action. World Without War Council. Berkeley, CA.
- Ungd "The World in Development." Map. Canadian International Development Agency (CIDA), Information Division. Ontario, Canada. No Charge.
An excellent, poster-sized world map. Each country is color-coded for identification in one of six development categories, and each country is accompanied by the following data: population, per capita income, average life span. Also, for developing countries, the major commodities exported are indicated.

PEACE:

Aggression

Conflict

Disarmament

Nonviolence

Human Rights

Social Justice

War

"I like to believe that people in the long run are going to do more to promote peace than are governments. Indeed, I think that people want peace so much that one of these days governments had better get out of their way and let them have it."

Dwight D. Eisenhower,
September 6, 1959

PEACE

- Up
Grades All Men Tall. Wheeler. Center for Teaching About Peace and War. Detroit, MI. 1969.
A book on peace and conflict resolution. Fiction. Discovery and use of gun powder and the development of western civilization.
- Ungd Active Nonviolence--A Possible Alternative to Violence for Resolving Conflict. Slides. Larry Gara. Available from Wilmington College Peace Resource Center. Wilmington, OH.
A set of 138 color slides, 30-minute cassette and script. An interesting and informative look at examples of active nonviolence in our own country and in others. Includes explanation of steps often followed in active nonviolence.
- Ungd "Activities for Exploring Conflict and Aggression." Grace C. Abrams and Fran C. Schmidt. J. Weston Walch. Portland, ME.
A collection of ditto masters which can be used as a unit on conflict resolution or integrated into another curriculum.
- Early
Grades Bang, Bang You're Dead. Louise Fitzhugh and Sandra Scoppetone. Harper. 1969. Available from Center for Teaching About Peace and War. Detroit, MI.
A book on peace and conflict resolution. Fiction. An anti-war book that is accompanied by extremely graphic illustrations depicting the evils of violence.
- Ungd "The Barrel of the Gun and the Barrel of Oil in the North South Equation." Ali A. Mazuri. Institute for World Order. New York, NY. \$1.50.
One of a series of "easily digested working papers" which are part of the Institute's World Order Models Project.
- Ungd Between Men. 16mm documentary color film. United Documentary Films (Transit Media) Franklin Lakes, NJ. 57 minutes. \$75.00 Rental.
A documentary about relationships, the military, and the history and culture of war. Interviews span men who served in wars from WWI through Vietnam.
- Up
Grades Beware of Moonlight. Aylmer Hall. 1970. Available from the Center for Teaching About Peace and War. Detroit, MI.
A book on peace and conflict resolution. Fiction. Love and war are the background themes for the story of a mid-teen boy growing into manhood in 18th century Ireland.
- K-9 "Books About Peace for Children." In COPRED Peace Chronicle. Dec. 1979. COPRED. Kent State University. Kent, OH.
A list of books on "Peace and Conflict Resolution" selected for the Johnny Stephenson Memorial Collection by Barbara Stanford with the assistance of COPRED Peace Education Network members. Not annotated. Most of the resources are for elementary grades, some are for the middle grades (7-9).

PEACE

- Mid Grades** Boris. Jaap ter Haar. Delacorte Press. 1969. Available from the Center for Teaching About Peace and War. Detroit, MI.
A book on peace and conflict resolution. Fiction. Experiences of a 12-year old Russian boy during two weeks of the siege of Leningrad.
- Mid Grades** Boy in a Barn. Ursula Williams and Nelson Thomas. 1970. Available from the Center for Teaching About Peace and War. Detroit, MI.
A book on peace and conflict resolution. Fiction. Because of a mixup, James has some of the same personal contacts and adventures as those of his father, a pilot shot down in Austria during WWII.
- Ungd** Building a World Community: A Peace Platform for 1976. The Peace Platform Committee. Chicago, IL. No charge.
The thought is put forth that "building a world community is the essential challenge before U.S. leaders and citizens, and that the U.S. should lead in creating the global political processes which can reduce world problems and resolve international conflicts." Suggests a few of the many possible steps which could help realize the goals of a world community.
- K.** Building Blocks for Peace. Margaret Comstock. Jane Addams Peace Association. Philadelphia, PA. \$2.00.
A resource unit for kindergarten teachers. Introduces new concepts of self, family, and different cultures, through games, things to make and do, role-playing, songs, books and filmstrips. An appendix also lists sources of books, records, filmstrips.
- Up Sec** Call from the Stars. United Nations High Commissioner for Refugees (UNHCR) 16mm film. 1/2 hr. Available from UNALA. Los Angeles, CA. Rental: \$5.00 for 3 days.
Depicts the homeless of the world, their plight in refugee camps, and the problems of the victims of war.
- Up Grades** Ceremony for Innocence. James Forman. Hawthorn Books. 1970. Available from the Center for Teaching About Peace and War. Detroit, MI.
A young university student, facing death for distributing anti-Nazi literature, reflects on events that led him into the underground movement. A book on peace and conflict resolution. Fiction.
- Ungd** Children's Workshops in Creative Response to Conflict. Bodenhamer, Burger, and Prutzman. Quaker Project on Community Conflict. New York, NY. 1975. \$3.25.
Evaluation and reviews of author's actual experiences doing workshops in conflict resolution with elementary school children. The collection includes a wealth of group-building games, songs, ways of using puppets, masks, observation and listening games for children's understanding and resolving of conflicts.

- Mid Grades Code. Polanaise. Eva-lis Wuorio. Holt. 1971. Available from the Center for Teaching About Peace and War. Detroit, MI.
Set in Poland in the 1940's, this story portrays the hardships to be endured as the people struggle against the oppression of the enemy. A book on peace and conflict resolution. Fiction.
- Ungd Conflict Regulation. Paul Wehr. Westview Press. Boulder, CO. 1979. \$6.50pb.
This transdisciplinary study looks at conflict and conflict regulation at different levels of human interaction. Provides an overview of theoretical approaches to analysis of conflict. Discusses major types of regulation modes and some specific innovative methods developed in recent years. Suggests group activities for in and beyond the classroom.
- Ungd Cooperative Games: Suggestions for Peaceful Children's Games. Ruth Cornelius and Theodore Lentz. Peace Research Laboratory. St. Louis, MO.
The games provoke a certain amount of challenge among the players in an attempt to overcome the obstacles presented by the uncertainties of the nonhuman aspects of the games. Designed to develop cooperative attitudes. Participants strive toward a common goal, working with each other instead of competing against each other.
- Up Grades Dawn of Fear. Susan Cooper. Harcourt. 1970. Available from the Center for Teaching about Peace and War. Detroit, MI.
A World War II story of a boy's awakening into the adult world of evil, war, and death. A book on peace and conflict resolution for children. Fiction.
- Ungd Disarmament: The Human Factors. Editors: Ervin Laszlo and Donald Keys. Pergamon Press. Fairview Park, NY. 1979. \$20.00
A product of a UNITAR-Planetary Citizens Symposium at the United Nations, this book examines the frequently neglected human factors in disarmament negotiations, and stresses the importance of absolute values and perceptions, provincialism and the absence of global identification in the context of the struggle for demilitarization.
- Up Grades The Drummer Boy. Leon Garfield. Pantheon. 1970. Available from the Center for Teaching About Peace and War. Detroit, MI.
The shining hopes of the drummer boy are crushed when 10,000 men whom he leads to battle are left dead on a French hillside. A book on peace and conflict resolution for children. Fiction.
- Ungd Dwell in Peace: Applying Nonviolence to Everyday Relationships. Ronald C. Arnett. The Brethren Press. Elgin, IL. 1979.
According to the author, "the work reveals an interpersonal conflict resolution methodology congruent with a nonviolent orientation. Current literature on communication, conflict, and peace studies are blended with interviews with nonviolent peace-makers to describe the applicability of nonviolence to everyday relationships and living."

- 7 Man
J & S Education for Peace and Justice. Available from the Institute for Education in Peace and Justice. St. Louis, MO. No. 63108.
A 35-page teacher's manual primarily for junior and senior high school teachers. Deals with major global problems and has sections on alternative world futures and causes of and alternatives to war.
- EI & Sec
T Man Educating for Peace and Justice: A Manual for Teachers. J. McGinnis, K. McGinnis, McGivern, and Gallagher. The Institute for Education in Peace and Justice. St. Louis, MO. \$8.00.
Examines the content, methodologies, and teacher/student resources in peace and justice. Covers a comprehensive list of themes from "nonviolence in the classroom" to "envisioning alternative futures." Each unit identifies goals, outlines significant content, presents specific teaching suggestions, annotates bibliographical matter.
- Early
Chd-
Adult Education for Peace: Reflection and Action. Papers from the 1st World Conference of the World Council on Curriculum and Instruction. Editor: Magnus Haavelrud. Available from IPC Science and Technology Press, Ltd. Surrey, England. \$13.95.
Contains over 30 contributions from authors of 20 countries who participated in the First World Conference of the World Council for Curriculum and Instruction at the University of Keele, U.K., in 1974. Deals with substantive and methodological aspects of peace education from early childhood to university level and out of school. Provides reflections on the following questions: What is peace education? Why is it needed? How should it be done? etc.
- Up
Grades The Empty Moat. Margaretha Shemin. Caward. 1969. Available from the Center for Teaching About Peace and War. Detroit, MI.
Sixteen-year old Elizabeth Van Swaenenburgh is determined to prevent the Germans from using Swaenenburgh castle as a headquarters for the German occupation of Holland during WWII. A book on peace and conflict resolution. Fiction.
- Ungd The Empty Pork Barrel: Unemployment and the Military Budget. Available from Employment Research Associates. Lansing, MI. \$1.50. (Lower rates for bulk purchases.)
A report which analyzes the negative impact of military spending. Contains data on each state as well as an analysis of its findings. Suggests cuts in defense spending and legislation to provide for conversion.
- Ungd Encomium to Education: A Manual for Egalitarian Learning. Jim Struve and Larry Shindell. Available from the Center for Conflict Resolution. Madison, WI.
Explores teaching techniques and builds a case for a cooperative and creative environment as opposed to the conventional classroom. Emphasizes the need for "self-responsibility, self-respect, creativity, uniqueness, independence, motivated learning, significant and meaningful learning through co-learning." Makes suggestions on how to break the atmosphere of the formal classroom approach.

- Ungd Enhancing Global Human Rights. Jorge Domínguez (Harvard), Nigel Rodley (Amnesty International), Bryce Wood (Formerly, Social Science Research Council), and Richard A. Falk (Princeton University). Available from Professional and Reference Book Division, the McGraw-Hill Book Company. New York, NY. \$6.95.
 What are the prospects for human rights in the 1980's? How can governments and international institutions better monitor and ensure human rights? Four experts propose guidelines for evaluating and comparing the rights of citizens in all nations and recommend ways for responding to severe violations.
- Up Exploring Human Nature. Education Development Center, Inc.
 Sec Social Studies Program. Cambridge, MA. 1975.
 A year-long course looks at the question of human aggression: Is it inevitable? What are its roots, its cultural manifestations? Reflects on the question, How can insights into human behavior be applied to social questions?
- Ungd First There Was the Bomb--Then Came Atoms for Peace. First There Was the Bomb. San Francisco, CA. 104 pp. \$2.00. (Discount for bulk orders.)
 Includes an overview of weapons and energy issues with several illustrations. Covers the development of bombs, nuclear power, nuclear weapons systems, proliferation, dangers to health and society and alternatives. It has been tested in a variety of teaching situations.
- Up Flight Toward Home. Wolfgang Ecke. Translated by Anthony
 Grades Knight. Macmillan. 1970. Available from the Center for Teaching About Peace and War. Detroit, MI.
 A real-life saga of a ten-year old East German orphan's lonely and frightening attempt to reach his grandmother's town in the West. A book on peace and conflict resolution. Fiction.
- K-12 The Foundations of Peace: A Reader and Teacher's Manual. Anne Bleaden, Jim McGinnis, Tom Nagle, and Dick Parker. Institute for the Study of Peace, St. Louis, MO.
- Ungd Freedom in the World, Political Rights and Civil Liberties, 1980. Raymond Gastil (Editor and principal author). G. K. Hall. 1980. Available from World Without War Bookstore. Chicago, IL. \$20.00.
 An annual portrayal of the advances and retreats of liberty in every country in the world and a discussion of ways to enhance freedom.

- E1** The Friendly Classroom for a Small Planet. Priscilla Prutzman, Leonard Burger, Gretchen Bodenhamer, and Lee Stern of the Children's Creative Response to Conflict Program. Avery Publishing Group. Wayne, N.J. Available from the Quaker Project on Community Conflict. New York, NY. One week rental: \$5.00; Purchase: \$30.00.
A must for all elementary educators. Developed through years of classroom work in which the authors tried to put into practice the principles they held. Contains a rationale and a philosophy for peace education with young children as well as a wealth of creative activities. Stresses cooperation, affirmation, communication, conflict resolution and problem solving. Also available is a slide show with a script or cassette explanation which shows how the above program actually works in the classroom.
- Up Grades** Friedrich. Hans Peter Richter. Holt. 1970. Available from the Center for Teaching About Peace and War. Detroit, MI.
A vivid picture of the increasing harassment of the Jews under the Third Reich and the death of young Friedrich when he is refused entrance into an air raid shelter because he is a Jew. A book on peace and conflict resolution. Fiction.
- Early Grades** The General. Janet Charters and Michael Foreman. E.P. Dutton & Co., Inc. 1961. Available from the Center for Teaching About Peace and War. Detroit, MI.
This general is a peace general who sees the uselessness of war and the beauty of peace. A book on conflict resolution for children. Fiction.
- Up Grades** Cervase. Ann Moray. Morrow, 1970. Available from the Center for Teaching About Peace and War. Detroit, MI.
A hauntingly compelling novel that speaks of the Creator's universal design for spiritual peace and harmony among all living things. A book on peace and conflict resolution. Fiction.
- H S** Gandhi as Peacemaker. Filmstrip. Available from the Institute for Education in Peace and Justice. St. Louis, MO. 25 min. Purchase: \$15.00; Rental: \$3.00-7.00, depending on ability to pay.
Looks at Gandhi's approach to peacemaking--his understanding of non-violent conflict resolution and the basic building blocks to a non-violent way of life: simplicity, community, service, and resistance. Treats the question, "How are all of us called to be peacemakers?"
- Mid Grades** Giants Under the Snow. John Gordon. Harper, 1970. Available from the Center for Teaching About Peace and War. Detroit, MI.
Jonquil and her two friends are involved in an ancient feud between good and evil forces. A book on peace and conflict resolution for children. Fiction.
- Ungd** The Hat. Film. Institute for World Order. Available from McGraw-Hill Book Co. Text Film Division. New York, NY. Purchase: \$260.00; Rental: \$24.00.
An argument develops over boundaries, thus permitting analysis of the question of who "the people" are who should rule.

- Mid Grades** Hoagie's Rifle-Gun. Miska Miles. Illustrated by John Schoenherr. Little, Brown & Co. 1970. Available from the Center for Teaching About Peace and War. Detroit, MI.
A powerful story of a young man who sets out to kill "Old Bjb," a denizen of the Appalachian wilderness. Dramatic illustrations heighten the impact of Hoagie's discovery that "You can't shoot a thing when you know it by name." A book on peace and conflict resolution. Fiction.
- Mid Grades** The House of Sixty Fathers. Meindert DeJong. Harper. 1956. Available from the Center for Teaching About Peace and War. Detroit, MI.
A young Chinese boy becomes separated from his family and finds himself stranded in Japanese occupied China. A book on peace and conflict resolution. Fiction.
- Ungd** The Human Family, Human Rights and Peace: A Sourcebook for the Study of Human Rights. Alice Doumanian Tankard. 1973. Available from the Center for Peace and Conflict Studies. Detroit, MI. \$3.00.
A guide for the study and discussion of the Universal Declaration of Human Rights. A clear and graphic presentation understandable by children and adults.
- Ungd** Human Rights/Global Justice Packet. Available from Peace Education Program Resources. AFSC. Philadelphia, PA. \$2.00
A collection of articles and documents about the struggle for human rights in the U.S. and around the world. Example of themes included are: the role of U.S. foreign policy, transnational corporations, human rights violations and political prisoners, etc.
- Ungd** Human Rights, the United States, and the World Community. V. Van Dyke. Oxford University Press. 1970. 292pp. \$4.50. Available from World Without War Bookstore. Chicago, IL.
A description of the post-war international human rights movement, the degree of U.S. participation in it, and the issues involved.
- F1 - Adult** Judgement. Color film. Arnold Liebovit. Available from Judgement Films. New York, NY. 7 min. Purchase: \$140.00. Rental: \$35.00 for 3 days.
A prize-winning film suitable for elementary through adults. The film is a wordless essay on war, using art forms and imagery to depict the wasteful, tortuous centuries of human experience with warfare. Ideal for opening a peace studies unit or program.
- Ungd** John, Mary, Mirv, and Marv: The Arms Race and the Human Race. Color Slide Show. Available from: Operation Turning Point. New York, NY. 15 min. Purchase: \$30.00; Rental: \$7.00.
A slide show on the arms race. Includes cassette tape and discussion guide.

7-12

Learning Peace; A Resource Unit. Grace C. Abrams and Fran Schmidt. Jane Addams Peace Association. Philadelphia, PA. Spring, 1972. \$3.00.

A curriculum in which a teacher poses the problems and the student is encouraged to find answers through research, discussions, roleplaying, and questioning of traditional beliefs. Includes analysis of breakdowns in world peace in this century and resultant human and environmental problems; investigation of 20th century international organizations engaged in peace-keeping or peace education and assessment of their effectiveness; and investigation of alternatives to war as a means of settling conflict. Appendices include: organizations educating and working for peace, films, and an extensive bibliography. Additional resource materials and activities for students are available in a 30-page Supplement to Learning Peace available from the same source.

Early
Grades

Let's Be Enemies. Janice Udry. Illustrated by Maurice Sendak. Harper. 1961. Available from the Center for Teaching About Peace and War. Detroit, MI.

Friendship wins out when two small boys find that the joy of playing together is much more fun than being enemies. A book for little children who will enjoy the humorous illustrations. A book on peace and conflict resolution. Fiction.

E1

Liking Myself. Pat Palmer. Impact Publishers. San Luis Obispo, CA. \$3.00.

Explains basic peace principles. An affirmation of the child. Designed to be read by children.

Up
Grades

A Little Fishes. Erik Christian Haugaard. Houghton. 1967. Available from the Center for Teaching About Peace and War. Detroit, MI.

"Be strong like iron ... but be kind, too." Those are the words from his mother that Guido tries to remember as he leads two other homeless children through the Italy of WWII. A book on peace and conflict resolution. Fiction.

Ungd

Managing Global Problems. C. Maxwell Stanley. Available from World Without War Bookstore. Chicago, IL. 270 pp. \$7.95.

An overview of world security, arms control and disarmament, development and human rights issues offering a variety of specific proposals developed in 20 years of the Strategy of Peace Conferences sponsored annually by the Stanley Foundation.

Ungd

Manual on Disarmament and Alternative Security Systems. Available from Theodore Herman. Peace and World Order Studies. Colgate University. Hamilton, NY. 13346. 187 pp. \$5.00.

A manual which includes 28 syllabi and bibliographic data. The result of a Colgate workshop for teachers of courses on disarmament and alternative systems.

- Ungd A Manual on Nonviolence and Children. Editor: Stephanie Judson. Available from Nonviolence and Children Programs. Friends Peace Committee. Philadelphia, PA. 150 pp. \$5.00 + \$.50 postage.
Designed to help children and adults create an atmosphere in which they can resolve their problems and conflicts. This manual emphasizes nonviolent action. It includes a section on affirmation and a collection of cooperative games and activities as well as an annotated bibliography of recently published children's books which address sex-role stereotypes, conflict resolution, and dealing with feelings.
- EI The Mouse, the Monster and Me. Pat Palmer. Impact Publishers. San Luis Obispo, CA. \$3.00.
Explains the basic peace education principles. A child's introduction to assertiveness. Designed to be read by children.
- Up My Enemy, My Brother. James Forman. Meredith. 1969.
Grades Available from the Center for Teaching About Peace and War. Detroit, MI.
A story of a Jewish boy who escapes from the Warsaw ghetto only to find himself amidst the Arab-Israeli conflict. A book on peace and conflict resolution. Fiction.
- Early Naja, The Snake, and Mangus, the Mongoose. Oliver Kirkpatrick. Doubleday. 1970. Available from the Center for Teaching About Peace and War. Detroit, MI.
Grades The last living snake in Jamaica and his instinctive enemy, the Mongoose, find that friendship really lies at the base of their conflict. A book on peace and conflict resolution. Fiction.
- Ungd Neither Victims nor Executioners. Albert Camus. World Without War Publications. Available from World Without War Bookstore. Chicago, IL. \$2.95.
Camus rejects the "wisdom" of our day (kill or be killed) in favor of "honest realism" which faces this choice: either frankly accept a murderous world or repudiate mass organized violence whatever its source or justification. Camus outlines, simply and eloquently, the values and goals which could guide a political movement genuinely committed to building a world without war. Camus: "People like myself want not a world in which murder no longer exists, but rather one in which murder is not legitimate."
- Ungd Nuclear Madness: What You Can Do! Helen Coldicott. Autumn Press. 1978. 120 pp. \$3.95. Available from Wilmington College Peace Resource Center. Wilmington, OH.
Explains the appalling dangers of radiation, nuclear power, nuclear weapons, nuclear wastes, etc., in very clear, easy to understand language.

- Ungd Nuclear Mapping Kit. Booklet. Available from the New Manhattan Project. AFSC. New York, NY. \$.50.
 Pictures, charts, and texts. An excellent tool for one person or as a group exercise for an unlimited number of people. Using a map of your own area and information included in the kit, discover the likely effect on your life and your neighborhood if a one-megaton bomb were detonated in your area.
- Ungd "Nuclear Policy and World Order: The Case for Denuclearization." Richard Faulk. The World Order Institute. New York, NY. \$1.50.
 One of a series of "easily digested working papers" which are a part of the Institute's World Order Models Project.
- Ungd Origins of the Modern American Peace Movement, 1915-1929. Charles De Benedetti. KTO Press. Millwood, NY. 1978. \$15.00.
 Examines peace groups and leaders over 14 years. Traces their efforts to unify, analyzes their assumptions, commitments, and ideologies, and explores the problems they faced.
- K-6 Patterns for Teaching Conflict: Part A, K-3 and Part B, 4-6. Global Perspectives: A Humanistic Influence on the Curriculum. Editors: David C. King and Cathryn J. Long. Global Perspectives in Education, New York, NY. 1977.
 Ten lessons (5 for K-3; 5 for 4-6) provide techniques for teaching about conflict in grades K-6. These lessons, developed to accompany the teaching guidelines outlined in Suggestions for Curriculum Development on Conflict Part A & B, illustrate how the guidelines might be used in any elementary social studies classroom.
- 7-12 Patterns for Teaching Conflict: Part C, 7-9 and Part D, 10-12. Global Perspectives: A Humanistic Influence on the Curriculum. Editors: David C. King and Cathryn J. Long. Global Perspectives in Education, New York, NY. 1977.
 Ten lessons (5 for grades 7-9; 5 for grades 10-12) provide techniques for teaching about conflict in grades 7-12. These lessons, developed to accompany the teaching guidelines outlined in Suggestions for Curriculum Development on Conflict, Parts C & D, illustrate how the guidelines might be used in secondary level courses such as social studies, history, and literature. Two sections show teachers how to create their own lessons by expanding treatment of conflict in any textbook and by using newspaper accounts.
- K-12 Peace Education Packet. Pen Network of COPRED. Available from COPRED. Kent State University, Kent, OH. \$5.00.
 A sampler of short peace and justice units, supplements, bibliography, and an organizational list. Designated to introduce newcomers to the peace and global education field, it provides a variety of teaching styles and strategies for various grade levels.

- 8-12 Peace Education: What, Why and How? Barbara Stanford. Bantam Books, New York, NY.
Contains suggestions on how to introduce peace studies in the curriculum of grades 8-12. Concentrates on history and English classes as the media for study and contains a list of resource materials.
- Ungd A Peace Platform for the 1980's. World Without War Issues Center. 8 pp. \$.50. Available from the World Without War Bookstore. Chicago, IL.
Attempts to answer these two questions with a thoughtful yes: (1) Given the realities of Soviet policy and the present international system, is it possible for one country to initiate progress toward a world which resolves international conflict without mass violence? (2) Could the U.S., without unacceptable danger to our own political community, become that country?
- Ungd Peace Is You and Me. Florence Weiner. Avon Books. New York, NY. 1971.
A delightful, moving collection of poems by children and teenagers.
- Ungd Peace, Security and the 1980 Elections. Pamphlet. World Without War Council. Berkeley, CA.
Offers 26 specific policy proposals capable of initiating progress toward a world that resolves conflict without mass violence. Designed for the non-specialist, this pamphlet begins with an analysis of the present dangers and then asks, how could the U.S. act to change the present curve of Soviet policy by means other than the threat of mass violence?
- 1-12 Peace Studies Program Packet. Peace Studies Program. AFSC. Pasadena, CA. No Charge.
A teacher's packet that includes an introduction to the field, several sample course outlines, a nonviolence action simulation, resource guide for elementary school teachers, a list of 100 women in nonviolence, and an annotated bibliography of peace studies books in the California AFSC Resource Center.
- Early Grades Penguins of All People! Don Freeman. Viking. 1971. Available from the Center for Teaching About Peace and War. Detroit, MI.
Peary Byrd Penguin is invited to the UN to explain how penguins live together so peacefully. A book on peace and conflict resolution for children. Fiction.
- Early Grades The Pig War. Betty Baker. Pictures by Robert Lopshire. (An "I Can Read" History Book). Harper. 1969. Available from the Center for Teaching About Peace and War. Detroit, MI.
The Americans shoot a British pig that is loose in their garden, and a bloody battle ensues that comes to be known as "The Pig War." A fictionalized account of this moment in history, told in an easy-to-read format with humorous illustrations. A book on peace and conflict resolution. Fiction

- Ungd People Have Rights! They Have Responsibilities, Too. A Study Guide for the Universal Declaration of Human Rights for the Use of Young Citizens. Editor: Lillian Genser. The Center for Peace and Conflict Studies. Wayne State University. Detroit, MI. \$2.50.
- Early Grades Potatoes, Potatoes. Anita Lobel. Harper & Row. 1967. Available from the Center for Teaching About Peace and War. Detroit, MI.
An attractive picture book that tells the story of an old woman with a cellar full of potatoes who persuades her two sons and their fellow soldiers to cease fighting and return to their homes in peace. A book on peace and conflict resolution. Fiction.
- Ungd The Power to Keep Peace Today and in a World Without War. Lincoln Bloomfield. World Without War Publications. Chicago, IL. \$2.95.
Includes critical comments and the resources one needs to study the problem of peacekeeping and proposals for resolving it. Provides a historical survey of past UN peacekeeping activities, an analysis of the problem and an outline of special measures which could be taken to develop an effective international peacekeeping system.
- Ungd Problems of Contemporary Militarism. Editors: Asbjørn Eide and Marek Thee. International Peace Research Institute. Oslo, Norway. Available from PRIO. Croom Helm, Ltd. London, England. 336pp. \$24.00.
Contending that contemporary scholars devote insufficient attention to the growing problems that modern militarism visits upon global society, the editors have amassed a set of articles which present a comprehensive and detailed analysis including militarism's overall global aspects, its mushrooming growth, and its alarming spread in the Third World.
- Ungd The Race Nobody Wins. Slide Set or Filmstrip with Cassette. Narrated by Tony Randall. Available from SANE. Washington, DC. Purchase: \$45.00; Rental: \$10.00.
Designed primarily for high school. It is accompanied by a teacher's guide, an action guide, and a bibliography on the armaments race.
- Ungd A Repertoire of Peacemaking Skills. Susan Carpenter, et al. COPRED. Kent State University. Kent, OH. \$3.50.
Includes: 1) examples of peacemaking efforts as illustrations of how peacemaking skills might be applied, 2) a listing of peacemaking skills, 3) how specific peacemaking skills can be learned, 4) resources offering information related to the development of peacemaking skills.

- Ungd** Return to Hiroshima. 3/4 inch Color Videotape Cassette. Francis S. Lestingi. Department of Physics and Interdisciplinary Science. Room 260B. State University of New York. Buffalo, NY 14222. Rental: \$15.00; Purchase: \$30.00.
Features an interview with one of the first American observers to return after the nuclear bombing there, with striking pictorials. Also available as a super-8 film. Rental: \$5.00; Purchase: \$40.00.
- Mid Grades-Adult** The Rights of Children. 40-Slide Presentation. Unicef. New York, NY. 15 min.
Features children from around the world. Two script versions: for adult and for middle grade children.
- H S** The Riverside Disarmament Reader. Editor: George Hunsinger. Available from Riverside Church. Disarmament Program. 490 Riverside Drive, New York, NY 10027. Institutions: \$25.00; Individuals: \$15.00.
A model course syllabus available for high school, college, or seminary use. It contains 35 recently published journal articles, and it is divided into four sections: nuclear issues of disarmament and the arms race, Third World issues, economic issues and theological and ethical issues.
- Ungd** Salt II: Facts, Values, Choices. Editor: Karen Minnice. World Without War Publications. 64 pp. 1979. \$2.00. Available from World Without War Bookstore. Chicago, IL.
Presents contending perspectives, factual background information, a summary of the treaty and resources to help reverse the arms race.
- Ungd** School and Peace. Available from World Association for the School as an Instrument of Peace. 27 Eaux-Vives. 1207 Geneva, Switzerland.
Seeks to instill in teachers an awareness of universal human values which transcend governments, national boundaries and other differences and to make schools an instrument for peace.
- Early Grades** Seymourina. Laurence (pseudo.) Bobbs-Merrill. 1970. Available from the Center for Teaching About Peace and War. Detroit, MI.
Seymourina falls asleep on the train and travels to the land where flowers grow and soldiers no longer have a need for guns. Unique illustrations accompany this peace odyssey. A book on peace and conflict resolution. Fiction.
- Up Grades** Sing Down the Moon. Scott O'Dell. Houghton. 1970. Available from the Center for Teaching About Peace and War. Detroit, MI.
An historical story based on the atrocities endured by the Navaho nation. A book on peace and conflict resolution. Fiction.

- Mid Grades** Snow Treasure. Marie McSwigan. Dutton. 1942. Available from the Center for Teaching About Peace and War. Detroit, MI.
A group of children help to save the country's gold while the Germans invade and occupy Norway. A book on peace and conflict resolution. Fiction.
- Ungd** Strategy for Peace. Report of a U.S. Foreign Policy Conference Sponsored by the Stanley Foundation. Stanley Foundation. Muscatine, IA.
Contains reports from the various conference groups: Oil and Peace in the Middle East, Development Strategy for the 1980's, UN Conference on Energy, Nuclear Policy for the 1980's, Deterrence and Detente, and News Media and Foreign Policy.
- T Man** A Strategy Guide for School and School Systems in Education for Peace and Justice. James B. McGinnis. Institute for Education in Peace and Justice. St. Louis, MO. 1976. \$6.00 + mailing costs.
A 177-page guide designed for educators and administrators who desire practical, concrete guidelines for implementing peace and justice education programs in public and religious schools. Outlines a step-by-step process for evaluating, planning, and implementing peace and justice programs. Details case studies of the most successful scholastic peace and justice programs, and provides criteria for measuring a school's efforts to incorporate peace and justice issues into the curriculum, etc. Also includes an appendix which lists other resources, curriculum materials, consultants, organizations of interest to peace and justice educators.
- Ungd** Strategies Against Violence: Design for Nonviolent Change. Editor: Israel W. Charny. Westview Press. Boulder, CO. 1979. \$18.00
A group of professionals in psychology, psychiatry, political science, law, education, science, journalism, philosophy and the arts examine the concepts and tools of their fields to build a plan or model for behaviors that are likely to advance humanity toward peace and nonviolent change.
- Ungd** Studies Toward Peace: A Compendium of Selected Undergraduate and Graduate Courses in "Peace and World Order". Vol I, November 1969; Vol II, December 1970. Student Forum on International Order and World Peace. New York, NY.
In these two volumes, "a group of student-aged people (are) trying to make education more relevant to global social problems in general and to war and peace in particular." Of interest to high school students interested in pursuing peace studies.

- K-6 Suggestions for Curriculum Development on Conflict: Part A, grades K-3 and Part B, grades 4-6. Global Perspectives: A Humanistic Influence on the Curriculum. David C. King. Global Perspectives in Education. New York, NY. 1977.
- Ideas are outlined for teaching about the universal concept of conflict in grades K-6. This guide has been prepared to help elementary teachers incorporate concept learning about conflict into any social studies/social science class, no matter what texts or programs are being followed. The guide is divided into sections: for K-3 and grades 4-6. Includes objectives and suggested activities.
- 7-12 Suggestions for Curriculum Development on Conflict: Part C, grades 7-9 and Part D, grades 10-12. Global Perspectives: A Humanistic Influence on the Curriculum. David C. King. Global Perspectives in Education. New York, NY. 1977.
- Ideas are outlined for teaching about the universal concept of conflict in grades 7-12. These are meant to help secondary teachers incorporate learning about conflict into social studies/social science curricula. One section is for junior high, the other is for senior high school. Both present objectives and suggested teaching strategies.
- Up
Sec Swords into Plowshares: The Problems and Progress of International Organization. Inis L. Claude, Jr. Random House. New York, NY. 1956-1971.
- An excellent student (advanced) and teacher introduction into the nature of peace and the difficulty of obtaining it.
- Ungd Supplement to Learning Peace. Grace Abrams and Fran Schmidt. Jane Addams Peace Association. Philadelphia, PA. 29pp. 1974. \$1.50.
- Additional notes, background resources, information, and activities for each of the chapters in Learning Peace.
- 9-12 Teaching About Ethnic Conflict: Global Issues. Center for Teaching International Relations. University of Colorado. Denver, CO. 1978. \$6.00.
- Designed with master sheets for student handouts so that only one book is necessary for a whole class.
- Mid
Grades Tiger Flower. Robert Vavra. Painting by Fleur Cowles. Preface by Vehudi Menuhin. Reynal and Co. 1968. Available from the Center for Teaching About Peace and War. Detroit, MI.
- The author uses Miss Cowles' paintings to tell of a world where the fiercest of animals live in harmonious peace. A beautiful vision where "dimensions differ only according to feeling, not fact..." (Menuhin) A book on peace and conflict resolution. Fiction.

- Ungd To End War. Robert Pickus and Robert Wioto. Harper & Row. 1970. Available from the World Without War Bookstore. Chicago, IL.
Serves both as an effective introduction to war/peace issues and ideas, and as a guide to reading materials (contains over 600 annotated bibliographic entries), peace organizations and resources for action.
- Early Grades The Tomato Patch. William Wondriska. Holt. 1964. Available from the Center for Teaching About Peace and War. Detroit, MI.
Bright, clear pictures help to tell this story of two neighboring kingdoms that shift their enthusiasm from aggression to agriculture. A book on peace and conflict resolution for children. Fiction.
- Ungd Toward a Dependable Peace: A Proposal for an Appropriate Security System. Robert C. Johansen. Institute for World Order. New York, NY. 1978. 58pp. \$1.50. (Reduced rates for bulk copies.)
A fresh approach to security analysis showing why familiar arms control policies will not lead either to substantially increased security or decreased arms. Presents feasible steps for establishing a demilitarized world security system. Now included in Working Paper Series.
- Ungd Towards A Science of Peace. Theodore F. Lentz. Peace Research Laboratory. St. Louis, MO. \$4.00.
The author devotes special attention to the discussion of the individual attitudes which each person must develop if humanity is to achieve peace.
- Ungd Towards A Technology of Peace. Theodore F. Lentz. Peace Research Laboratory. St. Louis, MO.
The purpose of this book is to present the "why, the what and the how of peace technology."
- H S Training for Nonviolent Action for High School Students: A Handbook. Bridge McKay. Friends Peace Committee (AFSC). Philadelphia, PA.
Provides suggestions for developing and understanding skills in nonviolent action.
- Mid Grades Twenty and Ten. Claire Hutchet Bishop. Illustrated by William Pene Du Bois. Viking. 1952. Available from the Center for Teaching About Peace and War. Detroit, MI.
Twenty French children help to hide ten Jewish children from Nazi soldiers who have come to their mountain retreat in search of Jews. A book on peace and conflict resolution. Fiction.
- Ungd Understanding and Responding to Violence in Young Children. Compiled and Edited and with Introduction by Lillian Genser. The Center for Peace and Conflict Studies. Wayne State University. Detroit, MI. 1976. \$1.50.

- All Ages UNICEF and the Rights of the Child, #5203. Information Center on Children's Cultures. New York, NY. Revised Annually. 24pp.
Black and white photographs illustrate some of the basic rights of the child. Includes the full text of the "Declaration of the Rights of the Child."
- Ungd United States Foreign Policy: At Issue in Illinois. The World Without War Council, Midwest. Chicago, IL.
Included are prepared elaborate study guides on arms control and disarmament, human rights, world economic development and international organizations. The project which led to the development of these guides was funded in part by a grant from the Illinois Humanities Council, and persons in other states are encouraged to examine the forum and consider projects which could be supported by the state-based program of the National Endowment in their area.
- Ungd Who's In Charge Here? 16mm Color Film. Institute for World Order, International Association of Machinists, and UNA/USA. 1980. Purchase: \$120.00; Rental: \$20.00. Available from UNA/USA. New York, NY.
Examines the adverse effect on the economy of excessive military spending. Proposes conversion of industrial capability from military to socially productive activity such as improving mass transit systems and developing new energy sources.
- Ungd "Universal Declaration of Human Rights." Available from the United Nations Office of Public Information. New York, NY.
- Ungd The War System: An Interdisciplinary Approach. Richard A. Faulk and Samuel Kim, eds. Westview Press. Boulder, CO. 1980.
Provides a variety of relevant disciplinary perspectives on war--psychological, anthropological, sociological, economic, historical, political, legal, and moral. Together they foster an understanding of war as a multi-dimensional reality possessing a deep hold on individuals and societies.
- Ungd Who's In Charge Here? Film. Operation Turning Point. New York, NY. 20 min.
Addresses the potential economic impact of converting American military industry to consumer-based production. In the film, factory workers express their fears and hopes and debate the validity of alternative national security solutions other than increased arms budgets. Descriptive brochures are available on request.
- Ungd World Military and Social Expenditures, 1976. Ruth Leger Sivard. WMSE Publications. Leesburg, VA. 32pp. \$2.50.
Compares the military and social expenditures of 132 countries. Commentary is relatively short and the trends are presented on a number of charts. Statistical annexes assemble data in detail for all the countries. The underlying message is that there should be a restructuring of governmental spending priorities to allow an improvement in the well-being of the poorest people in the world.

- Ungd World Military and Social Expenditures, 1977. Ruth Leger Sivard. WMSE Publications. Leesburg, VA. Also available from World Without War Bookstore. Chicago, IL. \$2.50.
A statistical and analytical report demonstrating that in the face of ever-expanding human needs, weapons still continue to receive a disproportionate share of the world's wealth. Booklet has many charts and graphs.
- Ungd World Military and Social Expenditures, 1979. Ruth Leger Sivard. WMSE Publications. Leesburg, VA. Also available from World Without War Bookstore. Chicago, IL. \$3.00.
Analyzes the conflict between military and social priorities. Documented with statistics for 138 countries on military trends, GNP, education, health, nutrition, foreign aid, and international peacekeeping. Includes 15 charts.
- 10-12 War and War Prevention. Joseph and Roberta Moore. Hayden. 1974. 141pp. \$3.75. Available from the World Without War Bookstore. Chicago, IL.
A globally oriented study of causes and prevention of war through case studies, factual background, divergent value judgments, futuristic scenarios, and suggestions for involvement.
- K-12 War, Peace, Film Guide. Revised Edition. Lucy Dougall. World Without War Publications. Chicago, IL. 1973. 123pp. \$1.50.
- J H-
Adult War Without Winners. Color Film. 27min. Available from UNA/USA Pacific Chapter. Los Angeles, CA. No Charge.
A film about survival. People expressing their fears, thoughts and hopes about the future in an age of nuclear weapons that can incinerate civilization in minutes.
- Ungd Warfare in a Fragile World: Military Impact on the Human Environment. Arthur H. Westing. Taylor and Francis, Ltd. London, England. 1980. In the U.S., available from Crane, Russak and Co., Inc. New York, NY.
Deals with the impact of warfare on the environment prepared by the Stockholm International Peace Research Institute (SIPRI). Includes an introductory chapter on the Human Environment and a concluding chapter on Global Ecology. Other chapters deal with regions: The Temperate, Tropical, Desert, and Arctic Regions along with the Islands and the Oceans.
- Ungd We've Always Done It This Way. 16mm Color Film. Available in the U.S. from California Newsreel. San Francisco, CA. Available on a "what-you-can-afford" basis.
A British documentary produced by ATV Television (England) edited and including an introduction adapting it to the American Defense Industry, details the effort and initiative of workers at the Lucas Aerospace Industry to replace military production with innovative civilian products.

- All
Ages What Right Has a Child? 16mm Film. Unicef. 15 min. Available from UNALA. Los Angeles, CA. Rental: \$5.00 for 3 days.
Children interpret the "Declaration of Children's Rights." Also available from contemporary McGraw-Hill, New York, NY, which offers a descriptive flyer with some suggestions for classroom activities based on the film.
- Ungd Why Nations Go to War. John G. Stoessinger. St. Martin's Press, Inc. New York, NY.
- Ungd Workshop for Peace. 16mm Film. 23 min. Available from UNALA. Los Angeles, CA. Rental: \$5.00 for 3 days.
Pictures of the UN in New York and its varied activities for peace.
- H S A World Without War. Millis, Niebuhr, Brown, Real, Doubles. Washington Square Press. New York, NY. 1961.
This is a good teacher and high school introduction on the arms race and modern warfare.
- Ungd World Armaments and Disarmament, SIPRI Yearbook 1980. Crane, Russak, & Co., Inc. New York, NY. \$49.50.
The aim of each of their yearbooks is to describe, as factually as possible, the major quantitative and qualitative changes that take place in the world's arsenals. All the data come from public sources. References are fully listed.
- H S World Disarmament Kit. Editor: Robert Woito. World Without War Publications. 1976. 88pp. Available from the World Without War Bookstore. Chicago, IL. \$2.50. (Bulk rates available.)
Provides a concise introduction to the arms race and to disarmament. It includes: A self-survey: where do you stand? A summary of what is at stake in this field, facts about world military treaties in the field; proposals to reverse the arms race, peace initiatives strategy designed to move us toward general and complete disarmament, resources for study and action, etc.

GENERAL AND MISCELLANEOUS

"...we seem to be at an impasse, facing the challenges that lack of vision and selfish or unwise actions and policies have created, with too little understanding of the cause and effect sequence, and too much abrogation of personal responsibility, blaming everyone and everything but ourselves and the separateness and selfishness of too many human minds and hearts."

Mary Bailey, "New Values and Right Relationships in the New Age"

- Ungd Alabama: Global Education: The Why and How of it. Raymond E. Wicks. Available from: Raymond E. Wicks. McGill-Toolen High School. 1501 Old Shell Road, Mobile, AL. 36604. \$1.50.
Key note address presented to the Alabama State Council for the Social Studies Annual meeting, December 7, 1979.
- Ungd Bases for World Understanding and Cooperation: Suggestions for Teaching the Young Child. Joan E. Moyer. Association for Supervision and Curriculum Development. Wash., DC. 1970.
Focus is on process skills with selected generalizations to serve as guidelines for teachers. Suggestions for varied opportunities for experiences (action proposals) contributing to the understanding of the generalizations are offered. Stresses the need for parents and teachers to work together and the importance of a worldminded teacher.
- Early
El Five Children and Five Families. Sound Filmstrip. Scholastic Magazine, Inc. New York, NY.
A program in cultural awareness for early childhood. Lets the students share a day in the lives of children and families from ten different cultural and geographical areas across America. Emphasis is on gaining appreciation and understanding of other cultures and backgrounds while developing basic social studies, language arts and guidance concepts. Each unit, available in English and Bilingual (Spanish-English), contains five full color filmstrips and a teaching guide.
- Preschool
6th gr. For the Fun of it. Selected Cooperative Games. Friends Peace Committee. Philadelphia, PA.
A booklet that offers a variety of games for children with some reflection on the use of games, competition, anger, leadership and creativity.
- Ungd Global Challenges; A World at Risk. Harry Clay Blaney III. New Viewpoints--A division of Franklin Watts. New York, NY.
Contents: Intro: Our Global Problems and Technological and Political Overview: Coming to Grips with the Modern Age; Human Needs, Dangers; the Environmental Challenge; the Oceans; Global Energy Needs and Problems; Mass Destruction Risks; Future Patterns of Global Cooperation.
- 9-12 The Global City Kit. James B. McGinnis. Institute for Education In Peace and Justice. St. Louis, MO. 1974. Purchase: \$100.00; Rental \$10.00 to \$20.00.
A multi-media kit focusing on interdependence, concern and institutional violence to help us start to think and live as global citizens. The kit includes 3 filmstrips, 140 slides, 40 transparencies, 7 cassettes and script, a simulation game on maldistribution, newsletters of peace organizations, background information, readings and excellent resource listings. Emphasis is on economic global realities. Also includes extensive teachers' guide.

- Ungd Great Decisions, 1980. Foreign Policy Association. New York, NY.
Presents impartial analyses of 8 important international issues on the nation's agenda. The issues treated in the 1980 edition are: 1) the World in 1980, 2) the Mideast and the Gulf, 3) the United Nations at 35, 4) Eastern Europe, 5) Humanity on the Move, 6) Brazil's Rising Poor, 7) Vietnam and its Neighbors and, 8) the World Energy Crunch. Includes background materials on each topic, analyses of the pros and cons of alternative courses of action open to the U.S., and discussion questions. Readers are encouraged to send in opinion ballots on selected aspects of each topic which are tabulated nationally. The results are summarized in the following year's Great Decisions yearbook and are distributed to members of Congress, the executive branch, and the media.
- Ungd A Guide to Survival: Managing Global Problems. C. Maxwell Stanley. Stanley Foundation. Muscatine, IO. Softcover, \$7.95.
Deals with peace and security, disarmament, world economic order, development, resource and population balance, biosphere, and human rights. The author proposes pragmatic interrelationships between world organizations, nation-states, and nongovernmental organizations. Provides overall approaches, procedures and mechanisms for managing critical world issues.
- E1 How Shall We Live. Multi-Media Set. Scott, Foresman and Co. Glenview, IL.
The student learns about the challenges that will confront him in day-to-day living. The Series encourages the student to reach his/her own conclusions, through discussion with others, about what are good, workable relationships and principles of behavior. Includes: Five discussion guides, 5 color filmstrips, 5 records or cassettes. Filmstrip titles: Lead and Following, Feelings About Others, Choosing, Giving and Taking Advice, The Way We Look At Things.
- Ungd Ideapak. Global Perspectives in Education. New York, NY.
Suggestions on "readings, scenarios, approaches to topics, bibliographies, and other materials helpful to classroom teachers related to war/peace issues."
- K-4 Interaction Study Prints: Man and Man; Man And His Environment; Man and His Resources; Man and His Past. Rand McNally Co. Chicago, IL.
This program relies on verbal and visual catalysts, rather than ability, and a great majority of the prints involve children. It is worldwide and multi-societal in coverage. The pairing of two pictures around each concept allows the learner to view the concept in two perspectives and encourages comparisons. A 3rd dimension is added by the personal experiences the child brings to the pictures. Instructional guidelines appear on the reverse side of the pictures. A separate teacher's guide respects the teaching suggestions and offers enrichment activities for each pair as well as general instructions on inquiry teaching and study prints.

- EI - Sec International Peace Studies Newsletter; Vol. 8, No. 3. Center for Peace Studies. Akron, OH.
A special issue devoted to the International Year of the Child. Includes articles on 1) peace studies for elementary and secondary programs, 2) a description of four teaching approaches at the elementary level, 3) a description of the global perspectives approach, 4) how to get peace or global studies started, 5) a great number of resources for elementary and secondary grades, etc.
- Early EI Investigating Man's World. Study Prints. Scott, Foresman & Co. Glenview, IL.
Consisting of 24 full-color study prints for use with 5- and 6-year olds, this interdisciplinary program seeks to develop concepts such as change, culture, rules, wants and needs. Along with the study of the student's own family, the student is introduced to families in other lands. Attention is given to the development of values and behavior traits.
- Mid - Up Grades Learning About Peoples and Cultures. McDougal, Littell and Co. Evanston, IL.
Through illustrations, short readings, poetry and essays, the student takes a look at perception, mind sets, ethnocentrism, communication and language. Emphasis is on the ways in which we see others and the changing patterns of perceiving.
- T G Learning for Change in a World Society. World Studies Project. London, England. \$4.00.
A teacher's guide with a wealth of creative activities developed by British teachers.
- Ungd The Local Community and Global Awareness. Global Development Studies Institute. Madison, NJ. 1977. 12pp. \$1.25.
This paper explores ways in which students and teachers can identify both the concrete and the abstract linkages--social, cultural, and economic--that they and their community share with the rest of the world. Included are some 60 exercises which help uncover these connections. A short bibliography provides helpful materials.
- Ungd Man, Society, and the World. Multi-Media Set. Scott, Foresman and Co. Glenview, IL.
Intends to teach a sense of involvement in, and commitment to, improving society. The student learns about current social problems and defines his/her own potential role in finding solutions. Includes: Four color filmstrips, 2 cassettes, 19 overhead transparencies, one teacher's guide and one transparency manual.
- Ungd "The Meaning of Global Apartheid." Gernot Kohler. Institute for World Order. New York, NY. \$1.50.
One of a series of "easily digested working papers" which are part of the Institute's World Order Models Project.

- J - Sec Mid-America Trades with the World. Social Studies Development Center. Bloomington, IN. 1977. 44pp.
A booklet designed to be used as a teaching resource for junior high or secondary classes studying global affairs and interdependence. It describes the transnational exchange of farm products and manufacturing goods between mid-America and foreign countries.
- K-6 "Mini-Units." Available from Information Center on Children's Cultures. New York, NY. No Charge.
One page each. Mimeographed. Revised annually. Free upon receipt of stamped, self-addressed envelope. Some of the units: "Teaching an International Unit in Grades K-3: ABC and 123," "A Development Unit for Grades K-3: Fuel," "An International Unit for Grades 4-6: Feasts, Festivals, and Celebrations." Inquire about the full list.
- H S New York: Mathematics and Global Survival. Available from Richard H. Schwartz. Mathematics Department. The City University of New York. Sunnyside Campus. 715 Ocean Terrace, Staten Island, NY 10301.
Math text for high school and college. Shows how global issues such as scarcity, hunger, population growth, pollution, and waste can be used as the content base for building math skills.
- Ungd Peace is in Our Hands. Grace Abrams and Fran Schmidt. Jane Addams Peace Association. Philadelphia, PA. 1974. 91pp. \$4.00.
Resource unit for teachers on handling aggression nonviolently, empathizing with others' feelings, identifying with others of the human family, thinking of Earth as a spaceship, and looking at causes and effects of war. Materials have been tested by the authors in their classrooms. The unit is adapted for use with an integrated day approach.

- Ungd Planetary Citizens Literature. Planetary Citizens. New York, NY.
- Various resources are available. Among them are:
- 1) Resource Sheets on Global Issues. Guides to Study, Action-- Food and Famine; Population; Environment-Ecology; Poverty and World Economic Order; Disarmament, Peace and Justice; Human Rights; New Consciousness and New Psychologies; Search for Meaning: The UN and Values of the New World Society. Set of 8 is \$.75.
 - 2) How to Mundialize (Planetize) your school, town, state. 6pp. \$.40.
 - 3) How to form a Community Issues Commission. 3pp. \$.35.
 - 4) The Synthesis of Nations. Donald Keys. 12pp. \$.65.
 - 5) The Planetization of Mankind. Donald Keys. 3pp. \$.30.
 - 6) The New Copernican Revolution (Basic speech on Planetary Citizens). Donald Keys. \$.60.
 - 7) World Interdependence: Verbal Smokescreen or New Ethic? (Discussion of ethical issues.) Denis Goulet. \$1.20.
 - 8) A Copernican View of World Cooperation. Robert Muller. 12pp. \$.40.
 - 9) Global Consciousness. Tape. Donald Keys interviewed on WBAI by Bob Knight. 25min. \$5.00. Write for additional materials.

Ungd The Quest for Self-Determination. Dov Ronen. Yale Univesity Press. New Haven, CN. 1979. \$15.00.

All over the world, ethnic groups are striving to break away from larger political entities that control their affairs. The quest for self-determination is one of the most persistent and pervasive movements of the century. Ronen argues that the disintegrative effects of ethnic nationalism do not contradict but complement the trend toward regional, continental, and even global integration.

Early Schools, Families, Neighborhoods. Multi-Media Readiness Program. E1 Field Educational Publications. Palo Alto, CA.

The program endeavors to help young children develop self-understanding and appreciate the roles and interaction of people in groups, through inquiry questions and activities. Multi-media kit includes: 95 study prints ("24 X 17") depicting people and their activities in school, families and neighborhoods around the world; 3 filmstrips with accompanying records; nine short strips; four wall charts; and, a teacher's manual.

K-12 So You Want to Teach About. Global Perspectives in Education. New York, NY.

Designed to aid teachers by presenting "frameworks and guidelines for dealing with concepts and topics, such as interdependence, conflict, population, etc. Inquire about full list.

- 6-12 Teaching Reading in the Social Studies: A Global Approach. Skills Series, Volume One. George G. Otero, Jr. and Carol Moeller. Denver University. Center for Teaching International Relations. Denver, CO. 1977. 195pp.

Designed as an activity supplement for social studies teachers interested in helping students in grades 6-12 improve their ability to critically read social studies materials with a global focus. Also, teachers are provided with basic tools to use in assessing the readability of social studies materials. Each chapter contains teaching activities for which objectives, grade level, time, materials, and procedure are specified.

- Ungd Taking Charge. Simple Living Collective of San Francisco. AFSC. 1977. 341pp. \$2.25. Available from Movement for a New Society (MNS), Philadelphia, PA.

Practical step-by-step suggestions for change in our daily lives, our community, and the world. Helps us to challenge the overconsumption and waste in our lives.

- Ungd Teaching Global Issues Through Simulation: It Can Be Easy. Intercom #75. Summer 1974. Available from Center for Global Perspectives. New York, N.Y. \$1.50.

An introduction to simulations, stressing global aspects. Provides realistic goals, flexible guidelines. Complete helpful hints on setting up, debriefing, describing, and evaluating 13 commercially available games. The games are intended for use in a global education curriculum. Gives many examples and lists additional resources in the form of books, guides, etc.

- K-3 Teaching Reading in the Social Studies: A Global Approach for Primary Grades. Mary C. Gold. Center for Teaching International Relations. Denver, CO. \$6.95.

Contains 30 activities involving categorizing, comparing, information gathering, concept development, vocabulary building, map reading, plus elementary level skills. Useful in reading, writing, language arts, social studies, and world culture classes. Designed with master sheets for student handouts so that only one book is necessary for a whole class.

- K-12 Teaching Reading in the Social Studies: A Global Approach. George G. Otero, Jr. and Carol Moeller. Center for Teaching International Relations. Denver, CO. Revised. 1978. \$8.95

Contains over 45 activities on reading skills, concept development, word meanings, social studies vocabulary, functional literacy, maps, textbooks, newspapers, etc. Designed with master sheets for student handouts so that only one book is necessary for the whole class.

- 6-12 Teaching Writing Skills: A Global Approach. John Benegar.
Center for Teaching International Relations. Denver, CO. 1978.
\$7.95
Has 30 activities for writing, language expression, poetry, speech, propaganda study, research skills, and elementary semantics. Useful in language arts, creative writing, social studies, world cultures, history and elective courses. Designed with master sheets for student handouts so that only one book is necessary for a whole class.
- Ungd The Ultimate Absurdity. 3/4 Inch Color Videotape Cassette.
Available from Professor Francis S. Lestingi. Department of Physics and Interdisciplinary Science. Room 260 B. State University of N.Y. Buffalo, NY 14222. \$15.00 Rental. \$30.00 Purchase. (Also available as a super-8 film, \$5.00 Rental. \$40.00 Purchase.
Presents a view of the links between organized science, politics, and the military, as well as a statement on the pacifism of Einstein.
- Ungd The Underside of History: A View of Women Through History.
Westview Press. Boulder, CO. 1977.
A 1,000 page macro-history that traces the contribution of women throughout the world over a period of 2 million years.
- Ungd "We Chauvinists. We Globalists." Paper. Robert G. Hanvey.
Center for Global Perspectives. New York, NY. \$1.00.
Argues that nationalism and globalism are not incompatible.
- Ungd Worldview Publications. Council on Religion and International Affairs. New York, NY.
Among their many publications are included series on special studies and ethics and foreign policy which deal with global issues. Examples of their publications: Religion and International Responsibility by Robert Gordis. An Alternative to War by Gordon Zahn. Moral Tensions in International Affairs by John C. Bennet. The Recovery of Ethics by Paul H. Nitze. Ethics and National Purpose by Kenneth W. Thompson. Inquire about their full list.

BIBLIOGRAPHIES/DIRECTORIES/GUIDES*

"Real education consists in drawing
the best out of yourself. What
better book can there be than the
book of humanity?"

Gandhi, All Men Are Brothers

*For the addresses not given in full, please see, "Publishers/Distributors"
toward the end of the Manual.

Annotated List of Peace Education Resources. Available from Wilmington College. Pyle Center. Box 1183. Wilmington, OH 45177. No charge.

Biographical Dictionary of Peace Leaders. Editor: Harold Josephson in collaboration with the Conference on Peace Research in History. To be published by Greenwood Publishing Co. Write to: Prof. H. Josephson. Department of History. University of N. Carolina/Charlotte. UNCC Station. Charlotte, NC. 28223.

The book is to contain sketches on approximately 500 individuals.

Bibliography of Positive Alternative Futures. Available from Dennis Livingston. Department of History and Political Science at Rensselaer. Polytechnic Institute. Troy, NY 12181. \$1.00.

Books for New Age Children and Youth. Beautiful Day Books. College Park, MD. \$1.95 + \$.60 shipping costs.

A selection of over 120 examples of "good literature--poetry, fantasy, myth, informative nonfiction...that deal with spiritual themes, magic and miracles, expanding awareness of beauty in nature, striving toward the light." The books come from more than 40 publishers with the selections drawn from worldwide sources, depicting both Eastern and Western cultures. For pre-school--14-year-old children.

Children and International Education. Association for Childhood Education International (ACEI). Washington, DC. 1972.

A portfolio of ten leaflets providing an array of resources available to help develop in children and teachers a knowledge and appreciation of others. See also the Association's program, "Project: Neighbors Unlimited," which produced a survey of the international-intercultural dimensions of curriculum useful for elementary and secondary schools.

Computer Search Service. ERIC/CHES. 855 Broadway. Boulder, CO 80302. The following duplicate print-outs of ERIC Computer Searches are available: "Global Approach/Elementary Education: All There Is in ERIC," August 1979, #698, \$10.00; and, "Global Approach/Secondary/Not Limited by Subject Area," August 1979, #541, \$10.00.

Cooperative (Non-Competitive) Games Manual. Peace Research Laboratory. 6251 San Bonita. St. Louis, MO 63105. 6pp.

Directory of National Peace Studies Programs. Editors: Mary Cummins and Wayne Wlodarski. Peace Studies Institute. University of Dayton. Dayton, Ohio 45469. March 1974.

Directory of Resources in Global Education. Interorganizational Commission on International/Intercultural Education. 1977. 48pp. \$2.50. Available from Jayne Millar Wood. Overseas Development Council. 1717 Massachusetts Ave., N.W., Suite 501. Washington, DC 20036. No charge.

Provides a practical guide to information, materials, services, and personnel in the field of global education for teachers, teacher educators, students, etc. Identifies and describes the resources available--services, materials, publications, and agencies in the U.S. concerned with global perspectives in education. Includes extensive cross-referencing at the end of the directory by interests, geographic region served, educational level, etc.

Education for Global Society: A Resource Manual for Secondary Education Teachers. Compiled by Committee on Education, Jane Addams Peace Association. Available from the Women's International League for Peace and Freedom. 1213 Race Street. Philadelphia, PA 19107. 49pp.

Includes resources on peace (including world organization, militarism, etc.), economic equity, social justice, ecological balance, resources manuals, periodicals, helpful agencies and publishers of resource materials.

Education for Justice: A Resource Manual. Thomas P. Fenton. Orbis Books. Maryknoll, NY. 1975. \$7.95.

Sections are devoted to: 1. analysis of attitudes and approaches based on personal evaluations; 2. readings of peace educators, activists and leaders; 3. classroom exercises including simulation games; 4. samples of courses; and, 5. a resources list of printed and audio-visual materials. The volume seeks to encourage individual educators to find their own approaches, goals, and methodologies by providing examples of others. A "Participant Workbook" is also available for \$3.95.

Everybody's A Winner: A Kid's Guide to New Sports and Fitness. Tom Schneider. Little, Brown, & Co. Boston, MA. 1976.

An excellent source of non-competitive games.

Films: Peace Course Newsletter No. 3. Available from the Ad Hoc Committee for Peace Studies of the Horace Mann School. Riverdale, NY 10471.

Lists and describes features, shorts and documentaries on peace and peace-related subjects.

Florida: Inventory of Global Education Resources in Florida. Write to: Ralph D. Turlington, Commissioner. State of Florida, Department of Education. Tallahassee, FL 32304.

The Future: A Guide to Information Sources. Compiled and edited by the World Future Society. Available from the World Future Society. 4916 Elmo Avenue. Washington, DC 20014. \$25.00.

This directory includes valuable information about organizations, individuals, books, films, courses, and other resources now available in the field of futuristics, or the study of the future.

Global Dimensions in the New Social Studies. John H. Spurgin and Gary R. Smith. Center for Teaching International Relations. Denver, CO. 1973. 159pp.

A survey of materials for grades 7-12 assessing the degree to which international studies concepts and cross-national and global perspectives were considered in 14 major, national social studies curriculum projects. Also includes an annotated list of simulational games with global dimensions and global education centers, projects, and organizations.

Global Perspectives: A Bibliography. Patricia Basa and Tony Codianni. Mid-America Program for Global Perspectives in Education. Social Studies Development Center. 513 North Park. Bloomington, IN 47401. 1976. 40pp. \$1.00.

Lists and annotates resources and suitable classroom materials with a planetary perspective. Selections emphasize interrelatedness of world problems and issues. Section I, Resources for Teachers, includes books,

pamphlets, bibliographies of resources, articles and sources for additional material. Section II, Resources for Classroom Use, includes readings, multimedia, simulations, and additional sources. Section III, Resources Produced by Selected Projects and Organizations for Teachers and for Classroom Use.

Global Perspectives Handbook. David Victor. Mid-America Program for Global Perspectives. Bloomington, IN. 1976. (Experimental Edition). See address above.

Provides classroom activities and resources to increase global awareness in students. Pertinent materials, films and books are listed. Suggests ideas for teacher-developed activities.

Guide to Films on International Development. Society for International Development. 1346 Connecticut Ave., N.W., Rm. 1131. Washington, DC 20036.

A general guide to the field of international development with reviews.

A Guide to Resources in Humanistic and Transpersonal Education. Jack Canfield. Institute for Wholistic Education. Amherst, MA. \$5.50.

Contains annotated references to over 500 resources with a special interest in the areas of humanistic, transpersonal, new age education. Includes books, curricula, classroom exercises, tapes, films, curriculum development projects, newsletters and journals, growth centers, consulting organizations, and professional associations.

Handbook on Peace Education. Editor: Christopher Wulf. International Peace Research Association. Education Committee. 6 Frankfurt/Main 90. Schloßstraße 29. Federal Republic of Germany. 1974.

Includes contributions from all parts of the world involving the issues of conflict theory, development theory, and international structures. Part I looks at the concept of peace education and the contributions to its foundation. Part II deals with the "concretization" of peace education, and Part III reports on approaches to peace education in different countries.

Human Rights Organizations and Periodicals Directory 1979-1980. Legal Publications. Box 673. Berkeley, CA 94701. \$10.00 + postage.

Describes nearly 650 groups and publications dedicated to the advancement and protection of basic human rights, primarily within the U.S.

International Directory of Institutions Engaged in Peace Educational Research. Bandana Sarkas. Department of Research and Training. Gandhi Peace Foundation. New Delhi, India. 1973. (Full address)

Media on Conflict, Change, and Interdependence. Center for Global Perspectives. New York, NY. 1974. \$.50.

Brief annotations and ordering information about films, filmstrips and slides useful for teaching about conflict, change and interdependence for grades K-12. Includes a concept/topic index.

Multicultural and Worldminded Teaching. Frank A. Stone. World Education Project. University of Connecticut. School of Education. Storrs, CT.

A useful annotated bibliography focusing on elements in a worldminded program and teaching for global perspectives.

The Nineteen-eighty (1980) North American Human Rights Directory. Human Rights Internet. 1502 Ogden Street, N.W. Washington, DC 20010. May 1980. 200pp. \$8.50pb.

Provides information on close to 500 U.S. and Canadian based organizations working on the promotion and protection of international human rights. For each organization, the directory includes address, phone number, names of key staff members, purposes and objectives, description of activities and programs, publications, human rights holdings, size and nature of membership, sources of funding, corporate and tax exempt status and consultative status with intergovernmental organizations.

Nineteen-seventy-four/seventy-five (1974/75) Literature List. War Resisters League. 339 Lafayette Street. New York, NY 10012.

Includes sections on pacifism and nonviolence, Gandhi, conscientious objection, civil disobedience, amnesty, disarmament, and the third world.

Peace and World Order Studies: A Curriculum Guide. Institute for World Order. New York, NY. 1978. 478pp. \$5.00pb.

A guide to course outlines for the full range of world order subjects: introductory courses, war prevention, social and political justice, economic well-being, ecological balance, values clarification, futurism, and system change. Includes an extensive bibliography with listings of teaching and research programs and relevant institutes and organizations.

Peace Education in the Primary Grades: The Young World Citizen. A Bibliography and Sample Activities. Margellen G. Hadjisky. Center for Teaching About Peace and War. Wayne State University. Detroit, MI. 1973. 17pp.

An annotated bibliography of selected books, records, films, TV shows and teaching aids for children (K-3) and adults on three levels: family, community, and world. Includes four sample classroom activities.

Peace in Action: A Directory of Activities, Organizations, Careers, and Studies for the Promotion of World Peace. Don E. Phillips, Dwight A. Arnold. Susan Rettig, Margaret Howell. American Personnel and Guidance Association Peace Commission (APGA). 1607 New Hampshire Ave., N.E. Washington, DC 20007. 1972.

Directed toward high school students, teachers and parents. Aims to stimulate student involvement. Also a guide to peace organizations and peace educational opportunities for students.

Publications by T. Saraydarian. Pamphlet. Aquarian Educational Group. 30188 Mulholland Highway. Agoura, CA 91301. (213) 889-9678. No charge.

An annotated list of the publications of the founder of the Aquarian Educational Group. "From the mass of books being written today which search for psychological techniques for individual development, Saraydarian's books stand out as clear insights into the human constitution and its transformation."

A Preliminary Directory of Organizations and Publications for Peace and World Order Educators. Transnational Academic Program. Institute for World Order. New York, NY. February 1978.

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Resources for Peace Education and Action. Peace Education Program Resources. American Friends Service Committee. Philadelphia, PA.

A materials brochure which includes an extensive list of pamphlets, photo displays, posters, and slide shows that concentrate on such issues as human rights, the Middle East, third world problems, etc.

Select Bibliography on World Hunger and Development. Presidential Commission on World Hunger. 734 Jackson Place, N.W. Washington, DC 20006.

Selected List of Peace Oriented Organizations. Michael Washburn. Available from the Institute for World Order. New York, NY.

A small booklet designed to provide a quick, but representative view of the concerns and activities of U.S. peace and world order organizations.

Selected Sources of Information, Materials, and Teaching Ideas. Mid-America Program for Global Perspectives in Education. Indiana University. Bloomington, IN.

Includes resources on global perspectives in education.

Teaching About War and Its Control: A Selective Annotated Bibliography for the Social Studies Teacher. William A. Nesbitt. New York State Education Department. Center for International Programs. New York, NY. 1972.

An aid to the teacher in considering both what to teach about war and peace and how best to teach it. Topics include nationalism, U.S. foreign policy, modern war, and ethics and morality. Calls attention to the value of using films, simulations, and case studies as well as using data and scenarios.

Teaching Materials on the UN: An Annotated Bibliography for Elementary and Secondary Schools. UNA-USA. New York, NY. 1973. 21pp. \$.50.

Brings together materials recommended by educational authorities on curriculum, background information, student participation and books for student reading.

Thirty Years' Work; The Books of Alice A. Bailey and the Tibetan Master, Djwahl Khul. Pamphlet. Lucis Publishing Co. New York, NY. No charge.

An annotation of the 24 books of Alice Bailey and Djwahl Khul along with other materials published by Lucis Trust. The books are a presentation of the "Ageless Wisdom" intended "to precede and condition the new age." Quoting from one of the annotations: "The remainder of this century must be dedicated to rebuilding the shrine of man's living, to reconstructing the form of humanity's life, to reconstituting the new civilization upon the foundations of the old, and to the reorganizing of the structures of world thought, world politics, plus the redistribution of the world's resources in conformity to divine purpose."

To End War; An Introduction to the World Affairs Field. Robert Woito. Available from the World Without War Bookstore. Chicago, IL.

Offers a comprehensive yet select bibliography indispensable to anyone concerned about world affairs. It introduces the ideas, context, and work that can help familiarize one with the field.

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United Nations Publications in Print. United Nations Publications. UN Headquarters. Room LX2300. New York, NY 10017.

One of several catalogues which lists sales publications of the United Nations and related agencies and organizations. Published periodically. Ask about additional catalogues.

World Order Values: A Bibliography for Young Children. Latika Mangrulkar. Center for Teaching About Peace and War. Wayne State University. Detroit, MI.

War, Peace, Film Guide. Revised Edition. Lucy Dougall. World Without War Publications. Chicago, IL. 1973. 123pp. \$1.50.

A carefully annotated selection of 200 of the best films about war, the arms race, international economic development, and other global issues. Includes information for obtaining the films, suggestions for planning film programs, two model film discussion guides and study units, as well as a list of resources and selected background readings.

The War Peace Film Guide. John Dowling. World Without War Publications. Chicago, IL. 1980. 150pp. \$5.00.

"An extensively revised, updated and expanded edition of the standard reference in the field." A valuable resource for teachers.

PERIODICALS*

"...Whereas mankind owes to the
child the best it has to give..."
"Declaration of the
Rights of the Child"

*For the addresses not given in full, please see, "Publishers/Distributors"
toward the end of the Manual.

Alternatives: A Journal of World Policy. Available from the Institute for World Order. New York, NY. Published quarterly. \$15.00/yr. \$25.00/2 yrs.

"It is written by and for those who, having an awareness of the world's diverse cultural traditions, needs and expectations, are working to achieve a humane world governance responsive to all members of the emerging global society." Its contributors include both Western and non-Western scholars. Special issues provide a wide variety of viewpoints on major items on the world agenda.

The Associates Newsletter. Available from Global Education Associates. New York, NY. No charge.

"Global Education Associates is a non-profit educational organization which facilitates the efforts of concerned people of diverse cultures, talents and experience, in contributing to a more human and just world order." The newsletter reports such efforts. It also includes a book review and resources section.

The Beacon. Lucis Publishing Co. 866 United Nations Plaza. Suite 566/7. New York, NY 10164. Bi-monthly. \$9.00/yr. Free sample on request.

"A magazine of esoteric philosophy, presenting the principles of the Ageless Wisdom as a contemporary way of life." Seeks to reach people throughout the world who "are receptive to new thinking and sensitive to spiritual impression." It focuses on (among other things), "the emergence of new age principles in the world, the solution of human problems and the trend of world events."

The Bulletin of Peace Proposals. International Peace Research Institute. Oslo Norway. Available from P.O. Box 142. Boston, MA 02113. Published quarterly.

Reports on intergroup and international activities and ideas on conflict situations. Its aim is to stimulate peace research, develop future-oriented thought and encourage peace activities. Also contains plans and proposals.

The Bulletin of the Peace Studies Institute. Peace Studies Institute. Manchester College. North Manchester, IN 46962. \$2.00 for 2 issues/yr.

Contains articles on contemporary international issues, material on the programs at Manchester College and detailed information on peace literature.

Collaboration, Newsletter. Matagiri, Mt. Tremper, NY 12457. Published quarterly. No charge.

Presents the teachings of Sri Aurobindo and the Mother and reports on the activities and philosophies of Auroville--the "city of dawn," which was founded as a "spot where one could create the embryo or seed of the future supramental world where the realization of human unity will lead to the advent of a progressing universal harmony."

Confluent Education Newsletter. Confluent Education Program. Box 219. Minnedosa, Manitoba, Canada. Appears at irregular intervals.

Details the work and principles of confluent education.

Development Forum. American Council for the UNU. 1911 Kenbar Court. McLean, VA 22101. Published 10x/yr.

Clarifies the critical development issues at the center of many international debates and disputes, and details the work of the UN and its agencies and organizations throughout the world with regard to development issues.

Disarmament Times. Newspaper. Disarmament Times. Room 7B. 777 UN Plaza. New York, NY 10017. 8 issues/yr. \$4.00.

Published under the auspices of the NGO Disarmament Committee at UN Headquarters. Gives in-depth reports on UN matters seldom available in other newspapers.

Gleanings. Available from Global Education Associates (GEA). East Orange, NJ. Quarterly newsletter. \$2.00/yr.

Reflects the goals of GEA: "to promote world peace through a broadened understanding of world problems, nonviolent conflict resolution, and the achievement of greater personal dignity and social justice." Also reports on programs, workshops, in-service courses and other activities of GEA and related organizations.

Global Perspectives: Education for a World in Change. Global Perspectives in Education. New York, NY. Published monthly, October-May.

An information exchange newsletter.

Information. Peace Council of the German Democratic Republic. 108 Berlin, Cara-Zetkin Strasse 103. Germany. Monthly publication.

Available in German, English, French, Spanish and Italian. A valuable aid in the classroom to show the universality of peace concerns. Reports on international peace meetings, speeches, global concerns, weaponry, disarmament, and liberation movements.

Intercom. Global Perspectives in Education. New York, NY. Quarterly.

"For teachers trying to prepare their students for participation in an increasingly complex, interrelated world. Designed for use as a supplement, as a mini-unit, or as a resource for individualization instruction, each Intercom has classroom lessons, usually developed around one subject or concept. Lessons are composed of a variety of activities, readings, data, roleplaying scenarios, simulations--whatever is best suited to the topic--and accompanying discussion or debriefing questions." Provides background information and also contains annotations of helpful resource materials and organizations. Designed for grades 9-12. Back issues available.

The Interdependent. Newspaper. United Nations Association. Monthly. Available from UNA/USA. New York, NY. Student rate: \$4.00/yr. (Bulk rates available.)

An excellent resource for global studies, each issue includes a "Back-grounder" page on a topic of global importance. Designed especially for classroom use, it also includes suggested readings and class activities.

International Peace Studies Newsletter. Center for Peace Studies. The University of Akron. 302 E. Buchtel Ave. Akron, OH 44304. No charge.

Designed to disseminate information on peace studies activities and programs with a special focus on those in colleges and universities.

Journal of Humanistic Education. West Georgia College. Carrollton, GA 30017. Published annually. \$2.50/copy.

Journal of the Association for Humanistic Education which sponsors annual conferences on humanistic education.

Journal of World Education. Association of World Colleges and Universities. 3 Harbor Hill Drive. Huntington, NY 11743. Quarterly. \$5.00 for students. \$10.00 for others.

Inclusive source of information for the global view in post-secondary education institutions. Reports on workshops, conferences, and educational programs, involving peace, environment, languages, world affairs and travel/study. Describes programs at colleges associated with it and includes a book review section. Sample issues available for \$1.00.

Macroscopic. Newsletter of the Institute for World Order. Quarterly. New York, NY. No charge.

For students and faculty interested in substantive discussions of global issues, curricular information and news of world order studies at the college and university level.

Memos. Newsletter. Global Development Studies Institute. Madison, NJ. Bi-monthly. \$2.00.

Contains annotated descriptions of newly published books, audio-visuals, bibliographies and guides, handbooks, teaching materials, and organizations which issue suitable classroom materials. The focus is on global issues, needs, crises.

Newsletter of the Institute for Education in Peace and Justice. Institute for Education in Peace and Justice. St. Louis, MO 63108. 10x/yr. \$2.00-\$5.00 (depending on ability to pay).

Provides a review of texts, audio-visual materials, periodicals, and other resources which promote the classroom instruction of peace and justice. Racism, world-hunger, and global interdependence are among the themes emphasized.

One Family. Newsletter of Planetary Citizens. New York, NY 10017. Published quarterly. \$5.00.

Provides information about the activities of Planetary Citizens and other related organizations. Includes annotated bibliographies and promotes the aim of Planetary Citizens which is to "help mankind take its next big step--to an awareness of the world as one single environment and of mankind as one human family, a concept of mutual brotherhood and interdependence among all human inhabitants of the earth."

One World. Newspaper. Coalition. 251 Park Avenue, South, 2nd Floor. New York, NY 10010. No charge.

Reports on the concept of organizational and individual efforts to promote the One World and current concerns related to it.

P.A.N. Peace Action News. Journal. Kerstraat 150. 2000 Antwerpen, Belgium. Published 5x/yr. \$5.00.

Designed to bridge the gap between peace researchers and peace activists. In addition to articles and essays on current world concerns, there is considerable world-wide coverage of issues in individual countries, sections on materials, education and training, and news of conferences and seminars throughout the world.

Peace Research Abstracts Journal. Canadian Peace Research Institute. 25 Dundas Avenue. Dundas, Ontario, Canada L9H 4E5. \$15.00.

Includes over 130,000 abstracts dealing with world constitutions, general plans and models of alternative world futures, UN charter reform proposals, analyses of the need for a united world, forecasts of doom or bias, historical and economic analyses of the future as feared, desired, and expected, etc.

Peace and Change. Available from Han-Sheng Ling. California State College. Rohnert Park, CA 94928.

Contains scholarly and interpretative articles and welcomes contributions. Has reviews, abstracts of papers and contains news of the Conference on Peace Research in History (CPRH) activities, as well as data on other meetings.

Peace Research Reviews Journal. Canadian Peace Research Institute. 25 Dundas Avenue. Dundas, Ontario, Canada L9H 4E5. Published monthly.

A journal of original research on the problems of peace and war.

Planet Earth. Journal. Planetary Citizens. New York, NY. Published semi-annually. \$15.00 (for the journal and 4 issues of "One Family" Newsletter).

The purpose of this journal is to "feature articles on the planetization of humanity, to show pathways of inner growth and personal experiences in the search for a meaningful life, to present vital and advanced discussions of what's happening, what's moving, what's coming, and what needs to be done to harmonize humanity and earth with life-serving purposes."

Sharing Space. Newsletter of the Children's Creative Response to Conflict Program (CCRC). Box 271. Nyack, NY 10960. Quarterly. \$3.00/yr.

Acts as a support system for people working with children following the themes emphasized by CCRC--cooperation, affirmation, communication, and creative conflict resolution. Shares new activities for working with children.

Synthesis; The Realization of the Self. Synthesis Press. 3628 Sacramento Street. San Francisco, CA 94118.

A journal devoted to the beliefs that people can develop themselves, harmonize their inner conflicts, and align themselves with higher human purposes. Attempts to show through its varied articles what methods/techniques are most useful toward this end, how to most effectively use them, and how they are interrelated. Each issue includes a "workbook" section with practical ideas and techniques for enhancing one's personal development and integration. These can be used in either a group setting or by the individual.

Teach Peace. Mimeograph. Newsletter of the Peace Education Center. 396 Cedar Lane. Teaneck, NJ 07666. Bi-monthly. \$1.00/yr.

Especially useful for elementary and secondary programs with sections on lists of resources, songs, teaching aids, and workshop activities.

Transition. Newsletter. Institute for World Order. New York, NY. Quarterly. No charge.

Features discussions of current affairs with prominent advocates of system change and a just world order. It is also a forum for part of the Institute's public education program to "build public commitment to the demilitarization of the international security system and the eventual abolition of war as an accepted human institution."

Transnational Perspectives. Case Postale 161. 1211 Geneva 16. Switzerland. Published 4x/yr.

An independent international journal of world affairs published to provide political analysis of the major and deeper trends at work in the world society. Its aim is to work for the abolition of war, the protection of human rights and freedom of expression, the creation of a just international economic order, and the maintenance of environmental balance. This journal is also intended for those who wish to promote new age values in today's world politics.

Triangles. Bulletin. Triangles. 866 United Nations Plaza. Suite 566/7. New York, NY 10164. No charge.

Each bulletin is devoted to the discussion of a "keynote" and includes information on and activities of the worldwide network of Triangles and related matters. This network "provides a channel for the circulation of constructive thought, is a means of transforming the spiritual climate of the planet, is a medium for the distribution of spiritual energies, lifting and transforming human life and consciousness."

The United Nations University (UNU) Newsletter. United Nations University. Toko Semei Building. 15-1 Shibuya 2-Chome, Shibuya-ku. Tokyo 150. Japan. Quarterly.

Intends to provide a general account of UN University policies and activities for all those associated with and interested in the work of the University. Includes a "Work in Progress" supplement which gives specialized information about the university's activities. Published in English, French, Spanish, and Japanese.

War/Peace Report. Center for War/Peace Studies of the New York Friends Group, Inc. New York, NY. Bi-monthly. \$1.25/issue; \$8.00/yr.

Aims to present "fact and opinion on progress toward a world of peace with justice." Contributing authors reflect on international composition. Includes articles and analyses of current world situations. For subscription, write: Gordon Breach. 440 Park Ave., South. New York, NY 10016.

Ways and Means of Teaching About World Order. Newsletter. Institute for World Order. New York, NY.

Designed for junior and senior high school teachers. Contains classroom units on global issues.

Wholistic Education: The Journal of Humanistic and Transpersonal Education. Institute for Wholistic Education. Box 575. Amherst, MA 01002. \$12.00/yr; Students: \$8.00/yr.

Contains articles, classroom activities, lesson plans, a guide to new resources, book reviews, etc. A special feature is "The Teacher's Workshop" which includes a course on one aspect of holistic education such as guided fantasy, meditation, value clarification, etc.

World Eagle. 64 Washburn Ave. Wellesley, MA 02181. \$14.00/yr. 10x/yr.

An excellent teacher, student and researcher's resource full of current data and charts, maps, etc. from reliable sources on global issues and events, ranging from agriculture to zero population growth. Contains convenient tear-sheets designed for easy duplication for class use. Has cumulative index.

World Education Newsletter. Center for World Education. College of Education and Social Services. University of Vermont. Burlington, VT 05405.

Relates activities of the center and provides information on available K-12 curriculum resources.

World Goodwill Newsletter. World Goodwill. New York, NY. Quarterly. No charge.

Combines comment and information on world affairs with details of the work and programs of World Goodwill.

World Hunger Newsletter. World Hunger Education Service. 2115 "S" Street, N.W. Washington, DC 20008. Monthly. \$6.00/yr.

Acts as a national clearinghouse for information and activities dealing with education about the issue of hunger. Includes information on the activities of many food/hunger-oriented groups, available resources--books, films, magazines, etc., upcoming conferences, etc.

World Paper; A Newspaper for Humanity. World Times Inc. 8 Arlington Street. Boston, MA 02116. \$12.00/yr.

The editorial premise of this newspaper is to provide balanced and compelling writing on topics of universal interest and concern. Focuses on the underlying issues--the process rather than the events--of international affairs. Has 12 associate editors with one based in Paris, Caracas, Tokyo and contributing journalists in Peking and Moscow.

World Peace News. Thomas Liggitt. 777 United Nations Plaza, 11th Floor. New York, NY 10017. \$5.00/yr. Monthly.

A tabloid paper of news and opinion. Although it is oriented toward promoting world law and world government, it also reports on a wide variety of topics from mundialization to ecology. Seeks to inform on what people are saying and teaching about peace and world problems.

World Union Focus. Newsletter. World Union International Center. Pondicherry, 605002. India. Monthly.

Provides information on the activities, thoughts, and philosophies of World Union. (World) Unity, according to this organization, is not something to be built up and achieved; it is, rather, a fact to be progressively discovered through the steady deepening and heightening of the consciousness which goes forth through the process of "self- and world-education."

Worldview. Council on Religion and International Affairs. Monthly.
\$10.00/yr. Available from: Worldview Subscription Dept. P.O. Box 986.
Farmingdale, NY 11735.

The purpose of this publication is to place public policies, particularly in international affairs, under close ethical scrutiny. Regularly contains discussions of important global issues.

RESOURCE CENTERS

"The world-wide growth of voluntary organizations representing the will of the people for the good of all is a most significant factor...and foreshadows a future of creative living."

World Union, 1975

"The most important fact about Spaceship Earth: an instruction book didn't come with it."

R.B. Fuller, I Seem to be a Verb

Academy of World Studies. 2820 Van Ness Avenue. San Francisco, CA 94109.

The purpose is to promote the "...synoptic approach to the study of world affairs. The world is seen as a whole and each individual as one part of the continuum of mankind." The Academy is also concerned with problems of communication and views of probable and desirable futures.

Ad Hoc Coalition for a New Foreign Policy (formerly the Coalition to Stop Funding the War). 110 Maryland Avenue, N.E. Washington, DC 20002.

Publishes "Legislative Update" which reports on the status of congressional bills, especially those related to international affairs.

Alternatives. 1124 Main Street. P.O. Box 1707. Forest Park, GA 30050.

An organization to help persons interested in voluntary simplicity take charge of their own lives, with special emphasis on celebrations. Their motto: "Alternatives for living simply that others may live." Publish a newsletter, the catalogue, Alternate Celebrations Catalogue, and various other materials. Write for their full listing of resources.

American Friends Service Committee, Inc. (AFSC). 160 North 15th Street. Philadelphia, PA 19102.

Provides volunteer opportunities for individuals both here and abroad. Provides pamphlets and kits for a wide variety of service projects on the needs of other parts of the world and our responsibilities toward humanity. Inquire about their many regional offices.

American Friends Service Committee (AFSC). Peace Studies Program. 980 North Fair Oaks Avenue. Pasadena, CA 91103.

"Helps teachers to help students build self-esteem, resolve conflicts, understand nonviolence, learn about global issues." Holds workshops, provides consultation, and access to curriculum materials to help teachers deal more effectively with today's problems and prospects.

American Universities Field Staff, Inc. 535 Fifth Avenue. New York, NY and 3 Lebanon Street. Hanover, NH 03755.

A nonprofit, membership corporation of a group of American educational institutions which employs a full-time staff of foreign area specialists devoted to the enlargement of American understanding of significant developments in foreign societies. A list of its publications includes Field Staff Reports, Collections of Readings, Research Studies, Bibliographies, etc. Emphasis is on humanizing and globalizing secondary social science education. They have also developed a film and activities-based educational program entitled "Women Around the World." Inquire about their full listing of resources.

American Friends Service Committee of San Francisco. 2160 Lake Street. San Francisco, CA 94121.

In conjunction with the Palo Alto Packet Committee and the Simple Living Program of AFSC, they have put together the packet (booklet) Taking Charge, whose multi-level thrust explores the connections between ecological, economic, and political issues and their relationship to other contemporary phenomena such as latent and manifest international conflict. The focus is on the personal, social and transnational implications. This group holds that "simple living places the main focus on being and becoming rather than on having."

Animal Town Game Co. P.O. Box 2002. Santa Barbara, CA 93120.

Offers alternatives to games of violence, militarism and competitiveness. Their games are about cooperation, self-sufficiency, conservation and "Old Mother Nature." They are designed to be educational and artistic as well as fun for both adults and children. Send for their free catalogue.

Aquarian Educational Group. 30188 Mulholland Highway. Agoura, CA 91301. (213) 889-9678.

Founded in 1963 by Torkom Saraydarian, it is a non-profit center for the study of philosophy, art, and culture, where classes, lectures, seminars, and other special events are held, and correspondence courses offered. According to the founder, "We need idealistic people...who also keep their feet on the ground and who can be a bridge, a path which brings greater inspiration and enlightenment into the affairs of the world and lead it to spiritual value." The center publishes several new age books, and is planning to build a college through which advanced courses and training will be given.

Aquarian World Servers. Route 9, Box 2370. Brooksville, FL 33512.

As one of their projects, they offer "Films for the New Age" in the hope of providing a unique, visual experience and creative glimpse into the research and experiments, traditions and practices which are today forming a bridge of transition from the old to the new. Will provide brief introductory lectures. They will take films into prisons and hospitals as a free service and will appreciate any help in contacting individuals who would be responsible for setting up such programs. Write for further information.

The Arcane School. Suite 566/7. 866 United Nations Plaza. New York, NY 10164.

The main aim of the school is to foster "spiritual unfoldment as the essential factor in self-training for service to humanity." The school operates on a correspondence basis with headquarters in New York, London, and Geneva.

The Center for Community Education and Citizen Participation. 522 North Salsipuedes Street. Santa Barbara, CA 93103.

The primary purpose is to promote and to support all aspects of citizen participation in school and civic affairs. Their basic method is to encourage consumers to design their own programs to fit their own needs, after which they offer help with training of staff and volunteers. The technical assistance they offer is aimed at expanding the funding base of the organization, and at strengthening the skills needed to operate a community-based organization.

Center for Global Perspectives in Education. 218 E. 18th Street. New York, NY 10003. (212) 228-2470.

"Works to help schools prepare students to deal with the complexities and challenges of life in an interrelated world. Its prime goal is to assist in building a coordinated and focused effort which possesses the resources and expertise necessary to assure that global perspectives become a permanent part of the curriculum from K-12 grades." Provides information concerning ongoing programs, classroom techniques, resources, and organizations which can help teachers insert global perspectives into many K-12

courses, and publishes background information for schools and teachers interested in adding a global perspective to their current content.

Center for Humanistic and Transpersonal Psychology and Education. Johnston College. University of Redlands. Redlands, CA 92373.

Conducts an undergraduate and master's level program in humanistic and transpersonal psychology and education. The aim is to facilitate the personal growth and expansion of consciousness of teachers in particular, and others as well.

Center for Peace Studies. The University of Akron. 302 E. Buchtel Ave. Akron, OH 44325. Director: Dr. Warren F. Kuehl.

Publishes "International Peace Studies Newsletter," a network newsletter with extensive information on programs, activities, resources, etc. in the fields of peace studies and peace studies-related areas.

The Center for Teaching About Peace and War. Wayne State University. 5229 Cass Avenue. Detroit, MI 48202.

The Center has developed "innovative programs and curriculum strategies and resources for peace education relating to crucial world issues, K-university." It provides consultation services, sponsors institutes and conferences, and maintains an extensive file of materials and audio-visual resources. It has developed various curriculum packets and a 13-week television series on "International and Domestic Conflict." Also makes available lists describing its own resources and other organizations which provide other related materials.

Center for Teaching International Relations. Graduate School of International Studies. University of Denver. Denver, CO 80210.

Publish materials for K-12 grades. All are designed with master sheets for student handouts so that only one book is necessary for a whole class; hold in-service teacher training and develop and evaluate curriculum materials. Also publish lists of "curriculum units" with annotations, and a newsletter which describes many programs and teaching aids for K-12 teachers.

Center for the Study of Psychoeducational Processes. Ritter Annex. Temple University. Philadelphia, PA 19122.

Offers degree programs in humanistic education and sponsors an annual conference.

Center for World Education. College of Education and Social Services. University of Vermont. Burlington, VT 05405.

Offer workshops, suggestion for classroom activities, summer courses, and curriculum materials. The Center is building a network of concerned teachers who can help each other become more effective global educators and who will spread the word in their own school. Publish, "Center for World Education Newsletter"--a quarterly publication.

Center of Concern. 3700 - 13th Street, N.E. Washington, DC 20017.

Publishes a series of notes on the New International Economic Order. It is engaged in analysis, advocacy and education on global issues of development, justice, and peace. It is linked to a network of social action/reflection centers on this continent and around the world. It has

NGO status with ECOSOC of UN, and working relations with major religious and secular bodies as well as with individuals and groups on university, college, and theological faculties.

The Christophers. 12 East 48th Street. New York, NY 10017.

Offers a packet of "exceptionally useful material on peace related courses," including course outlines and bibliography lists for both elementary and secondary programs. Address inquiries to Robert A. Pugsley.

Coalition for a New Foreign Policy. 120 Maryland Avenue, N.E. Washington, DC 20002.

Provides information for those interested in converting military spending to peace-related appropriations. The material includes lists of resources--printed and visual. Also makes available data on a wide variety of U.S. foreign policy issues.

The Committee for the Future, Inc. 2325 Porter Street, N.W. Washington, DC 20008.

Confluent Education Development and Research Center. P.O. Box 30438. Santa Barbara, CA 93105.

A comprehensive confluent education center which sponsors workshops and provides consultants. Publishes the Confluent Education Journal and disseminates confluent curriculum materials.

The Consortium on Peace Research, Education and Development (COPRED). Center for Peaceful Change. Stophor Hall. Kent State University. Kent, OH 44242.

"An organization devoted to networking, catalyzing and serving persons and institutions interested in scientific study, action/research and education on problems of peace and social justice." Publish "COPRED Peace Chronicle" which includes network news and Peace and Change, a scholarly journal on peace studies.

Creating Our Life, Holistic Health Center. P.O. Box 374. Venice, CA 90291.

A holistic health, non-profit educational organization providing educational services in classes, seminars and private sessions. Their objective is to enhance the health of clients and students through assisting them in the acquisition of skills and knowledge which can be applied in the individual's life. Also train teachers and practitioners in holistic health field.

Creative Simplicity. West 44th Street and York Ave., South. Minneapolis, MN 55410.

A collectively operated information and communication center for people who are interested in radical simplicity and how to implement it in their lives. Hold regular meetings, publish the periodical, Creative Simplicity, have a speaker bureau, and help groups throughout the U.S. and abroad set up creative simplicity workshops, clubs, etc.

Development and Research in Confluent Education. Department of Education. University of California. Santa Barbara, CA 93106.

Develop curriculum and train teachers in the area of confluent education. Their aim is to integrate the knowledge and activities of the human potential movement with the traditional classroom curriculum, thus creating a more total or holistic learning situation.

Esperanto League for North America. P.O. Box 1129. El Cerrito, CA 94530.

Offers a correspondence course, a newsletter, and various learning aids. Will send out preview materials and information free of charge. (Esperanto is proposed as a world-wide language which can aid in the realization of the concept of the One World.)

The Findhorn University of Light. The Park. Findhorn Bay. Forres, Moray. Scotland.

Inaugurated in 1974, this University offers a novel form of education. It works through a new consciousness to create world disciples for the new age. It sees the new age as a change in consciousness--from one of separation and isolation to one of communion and wholeness. The work is ever focussed in the direction of becoming a world server. Publish a newsletter and various other materials. Inquire about their resources.

Global Development Studies Institute. P.O. Box 522. 14 Main Street. Madison, NJ 07940.

Focus is on the introduction of global education at the secondary school and introductory college level. Provides occasional papers for consideration of underlying concepts of global development. Publishes Memos six times a year for teachers of global studies which contains listings of sources and organizations dealing with global issues. Inquire about their other publications.

Global Education Associates. 552 Park Avenue. East Orange, NJ 07017. (201) 675-1409.

It was created in 1973 to facilitate concerned people of diverse cultures, talents and experience in contributing to a more human and just world future. "The future we seek is one where the integration and relatedness of all life is perceived and cultivated. It is one in which holistic human development is fostered in reverence for the dignity of each person, in respect for the cultural and spiritual gifts of diverse human communities, and in harmony with the natural environment of which we are all a dependent part." Among their services and activities, they offer conferences and workshops, as well as summer institutes at Seton Hall and Georgia State University. Publish a newsletter. Inquire about their additional activities.

Global Perspectives in Education. Please see, Center for Global Perspectives in Education.

Global Studies Project. Indiana University. Social Studies Development Center. 513 North Park. Bloomington, IN 47401.

They are attempting to develop a planet-wide perspective through a course on world geography for seven grades. They approach global concerns through the personal world of the students in modules such as family, food and energy, communication, social justice, work, and global perspectives.

Grupo de Meditacion Para la Nueva Era. 9062 Tristan Drive. Garden Grove, CA 92641.

Se basa en la idea de que la meditacion es un tipo de "accion interna" que puede ser utilizada positivamente y cientificamente como una forma de servicio a la humanidad. El proposito del grupo es aumentar el conocimiento y la apreciacion de las Leyes Espirituales y los Principios de la Nueva Era, reconociendo que el labor efectivo siempre es una combinacion de accion interna y demostracion practica externa.

Hartley Film Foundation. Cal Rock Road. Cos Cob, CT 06807.

Has a series of films they call, "films for a new age." There are a variety of films on the wisdom of the East and West, on psychic research, psychology, and meditation. A catalogue is available upon request.

Healing Strings. 1122 Elden Avenue. Hacienda Heights, CA 91745.

Offers records, tapes, books, and colored slides "that evoke healing, altered states of consciousness, and joy." Write for a list of materials.

Human Development Training Institute. 7574 University Ave. La Mesa, CA 92041.

Publishes materials and conducts workshops on the Human Development Program designed to develop children's self-awareness, self-confidence, and human relationships.

The Hunger Project. P.O. Box 789. San Francisco, CA 94101.

The goal of the Project is the end of starvation on the planet by the year 2000. This Project grew out of the experience of several individuals who started to look at what was causing the persistence of hunger in the face of several workable and proven solutions. They came to the conclusion that hunger and starvation are perpetuated through an "unconscious network of hidden assumptions, conflicting positions, and myths." Publish a newsletter. Inquire about their resources.

Information Center on Children's Cultures. 331 E. 38th Street. New York, NY 10016.

The major purpose of the Center is to contribute to international education in this country, especially as it relates to understanding the lives of all the world's children and the history and cultural background of developing countries. It makes available books, information sheets, teaching units, and other resources at no charge. A division of the U.S. Committee for UNICEF.

The Institute for Education in Peace and Justice. 3700 West Pine. St. Louis, MO 63108.

Offer a great variety of K-12 resources including multi-media kits, filmstrips, etc. for the teaching of peace and justice issues in the classroom. They offer field work opportunities or internships to college undergraduates, graduates, and adults. Placements can include curriculum development, teacher ed., adult ed., textbook analysis, speaking to elementary and secondary schools, etc. The Institute is also involved in teacher and adult education and it also publishes a newsletter. A catalogue of their publications and holdings is free upon request.

Institute for the Advancement of Human Behavior. Box 7226. Stanford, CA 94304. (800) 227-8903 and (415) 851-8411.

Hold seminars and publish various materials on optimizing human potential. Inquire about their resource list.

The Institute for the Study of Human Knowledge. Box 176. Los Altos, CA 94022. President: Robert Ornstein.

ISKH is a non-profit, scientific and educational institute whose primary purpose is to foster a holistic and comprehensive perspective in health and healing, teaching and human development. Its emphasis is on the quality of thinking employed both by decision-makers at all levels of society and by each of us in our daily affairs. Their purpose is to "advance the understanding of human consciousness and thereby broaden the base of knowledge available to our society." It is engaged in research, public education, and the collection and dissemination of information related to: (1) the nature, function and evolution of human consciousness and learning capacity, (2) traditional and modern approaches to the deliberate development of consciousness, (3) functional specialization of the human brain, (4) integrative approaches to medicine, and (5) human ecology. Write for a list of their publications.

The Institute for the Study of Peace. St. Louis University. 221 North Grand Blvd. St. Louis, MO 63101.

Has a concentrated program designed to help elementary and secondary schools develop their offerings. Also has available a variety of audio-visual presentations. Issues a newsletter describing its work and materials.

Institute for Wholistic Education. Box 575. Amherst, MA 01002.

Works with teachers, parents, and students to develop processes for wholistic education. Its curriculum stresses the development and integration of the body, mind, emotions, imagination, and intuition and processes for aligning students with their higher self and life purpose. Offer an off-campus M.A. degree in humanistic/transpersonal education, conducts professional training workshops for educators and mental health professionals, consults with school systems on new age principles and practices, operates a complete humanistic and transpersonal education book service, and publish Wholistic Education: The Journal of Humanistic and Transpersonal Education. A catalogue of their services is available free upon request.

Institute for World Order, Inc. 777 United Nations Plaza. New York, NY 10017. (212) 490-0010.

Promotes the values of peace, social justice, economic well being and ecological balance through research and education. One of its activities is world order education, a special variety of peace studies which advocates a just world order based on human values. It has a public education program which produces teaching materials, trains teachers, and helps to organize the teaching profession throughout the world. Publishes two newsletters, "Transition" and "Macroscopic," both of which are free. For further information and a full list of their many publications, write the Institute.

International Cultural Foundation. 18 East 71st Street. New York, NY.

Its purpose is to inspire and foster the emerging world culture and civilization. It sponsors exchange programs among the countries of the world.

International Registry of World Citizens. United States Center.
P.O. Box 27044. San Francisco, CA 94127.

Registrants of IRWC recognize all men and women as fellow-citizens of the world, and they agree to contribute to the development of world citizenship and the establishment of world law and the means of enforcing it. They issue World Citizenship Identity Cards, publish a newsletter, and hold world conferences once every four years.

Jane Addams Peace Association. 1213 Race Street. Philadelphia, PA 19107.

Develops and publishes books, teaching aids, and other curriculum materials on peace and peace-related issues for K-12 grades. Inquire about their full list of publications and available materials.

Justice Education Association. Justice and Peace Center. 136 South Chapin Street. South Bend, IN 46625.

An educational association formed in 1978. Its goals are to foster the growth of social justice education, to share information, skills and ideas with other justice-related programs in schools. For membership dues of \$3.00 the association will provide the following: bi-monthly newsletter during the school year, access to information and resource people, and an annual conference.

Kentucky Global Education Committee. John Taylor, Chairman. Department of Instruction and Learning. Murray State University. Murray, KY 42071.
(502) 762-2508.

A ten-member committee established by the Kentucky Department of Education to consider ways of implementing global education into the Kentucky public school system.

Learning Resources in International Studies. Suite 1026. 60 E. 42nd Street. New York, NY 10017. (212) 972-9877.

A cooperative dissemination program of the Consortium for International Studies Education, Foreign Area Materials Center of the New York State Education Department and the Council for Intercultural Studies and Programs, and the International Relations Program of Syracuse University. Offer materials in the following areas: science and society in a global context; world conflict and cooperation in science and technology; international science and technology policy; disarmament, environment, health and biomedical sciences; new directions for the UN System in the 1980s; social values of science and technology in a changing world. Inquire about their full list of materials.

Lindisfarne. 50 Fishcove. Southampton, NY 11968. Founder: William Irwin Thompson (ex-MIT Humanities Professor).

A community of some 20 individuals who are trying to define the planetary village of the future. The members of the community "write and publish, distribute tapes, keep a garden, meditate, bring together the finest minds and hearts in the country and the world in annual conferences

RESOURCE CENTERS

to discuss the directions and dimensions of planetary culture." It is a center for "the study and realization of the new spiritual planetary culture." Founded in 1972.

The Living Foundation. P.O. Box 1957. Boulder, CO 80302.

A cooperative audio-visual resource center for films, slides, tapes and video tapes which strive to enrich people's understanding of their largely untapped creative potential and their relatedness to the physical and social environments. Their materials embrace the concept of the human being as a "totality of being." Write for a list of their materials.

The Love Project. P.O. Box 7601. San Diego, CA 92107. (714) 225-0133.

Founders: Diane K. Pike and Arleen Lorrance.

The conviction of the founders is "that those of us who learn how to love will carry humankind into a new age and enable a whole new dimension of reality to be realized in human beings." Their purpose is to "share the awareness of that process with other seekers," and to awaken that process in others. The members of the project travel throughout the U.S. and abroad holding practice sessions in applying the "Love Project Principles," and hold experiential seminars and open dialogue sharings. Publish, "The Seeker Newsletter," several books, among which are: Channeling Love Energy, The Love Project, Why Me? How to Heal What's Hurting You, Buddha From Brooklyn, Cosmic Unfoldment, etc., and several other materials helpful to the classroom teacher. The Love Project, based on six principles, is an alternative to violence and negativity. It encourages people to "BE the change they want to see happen." The Project began its first transformation of a Brooklyn ghetto high school in November 1970. This experience is described in the book The Love Project. Inquire about their full list of publications, resources, and activities.

Mandala. P.O. Box 796. Amherst, MA 01002.

An educational consulting and publishing group which offers pre- and in-service training courses in the area of humanistic education, circletime, communication skills, etc. It also publishes books of activities and a series of yearbooks in humanistic and transpersonal education.

Mankind Center. World Trade Center, Suite 277. 350 South Figueroa Street. Los Angeles, CA 90071.

Using the Universal Declaration of Human Rights as a base, the founders encourage individuals and groups to mobilize as cooperative grass roots networks in order to contribute to the solution of these problems. It is a resource center for those wishing to become involved in matters of human rights and needs, world peace, economic and social development, ecology, and global education, and a clearinghouse for persons seeking help in learning about organizations working to resolve these problems.

Meditation Group for the New Age (MGNA). P.O. Box 566. Ojai, CA 93023.

Hold regular meetings, publish a newsletter, and distribute educational materials on the "new age." Their perspective and materials are based on the works of Roberto Assagioli (founder of Psychosynthesis), and Alice A. Bailey (founder of The Arcane School).

Members of Congress for Peace Through Law. 201 Massachusetts Ave., N.E. Washington, DC.

A research and legislative coordinating group which works with more than 170 senators and congresspeople on defense, foreign aid, international organizations, intelligence and covert operations, and human rights issues. A small staff prepares position papers, organizes special briefings by experts, and helps to coordinate congressional action on legislation.

Mid-America Program for Global Perspectives in Education. Social Studies Development Center. Indiana University. 513 North Park. Bloomington, IN 47401. Director: James M. Becker.

The aim of the program is "to provide young people with more and better opportunities to acquire understandings and develop capacities for sound judgment necessary for an increasingly interdependent world." Stresses the interrelatedness of world problems, and is primarily concerned with communication, resources, mobilization, and leadership in a demonstration area including Illinois, Indiana, Kentucky, Michigan, and Ohio. Can provide an excellent resource bibliography for global studies.

Movement for a New Society. 4722 Baltimore Avenue. Philadelphia, PA 19143. (215) 724-1464. Director: Rick Stryker.

A "widespread network of small groups working nonviolently for fundamental social change." They are "developing an overall analysis of present society, a vision of a better world, a sustained non-violent struggle, and a program rooted in changed values and changed lives." The society "grew out of the anti-war movement of the '60s and a strong need for a multi-dimensional approach to social change." It includes groups in various states as well as individuals throughout the world.

National Humanistic Education Center. 110 Spring Street. Saratoga Springs, NY 12866.

Conducts seminars in humanistic education and makes available books and reprints of many articles in the area of humanistic education. Inquire about their list of resources.

National Peace Academy Campaign. 1625 "I" Street, N.W. Suite 726. Washington, DC 20006. (202) 466-7670.

A public interest organization of members dedicated to the proper establishment of a national center for training and research in the field of conflict resolution. The Campaign's national headquarters function to coordinate and mobilize public and private support behind the concept of a United States Academy of Peace and Conflict Resolution.

Neighbors Unlimited. The Association for Childhood Education International (ACEI). 3615 Wisconsin Avenue, N.W. Washington, DC 20016.

Launched by ACEI as a comprehensive effort to expand the international intercultural dimensions of education. ACEI publishes Childhood Education, bulletins, leaflets, and books, maintains an information service, and holds conferences. Among their publications are the following: Learning to Live as Neighbors (\$2.75); Children and International Education (\$1.75); Suggestions for Implementing Project Neighbors Unlimited (\$.50). Inquire about their full list.

RESOURCE CENTERS

New Age. P.O. Box 1200. Brookline Village, MA 02147.

"At New Age we try to help by opening up a world of new approaches to the tasks of daily living, as well as to the broader challenges that face the globe. Approaches that take into consideration the whole person, the whole planet...we look for the ways people can be empowered and assume roles as changers."

New Games Foundation. P.O. Box 7901. San Francisco, CA 94120.

Publish a newsletter and a list of New Games Training Workshops across the country.

New Jersey Consortium on Global Education. Global Learning. 40 So. Fullerton Ave. Montclair, NJ 07042. Address inquiries to Jane Simpson.

A coalition of global education groups. It consists of a variety of educational leaders from school boards, districts, and universities, both public and private. The purpose of the coalition is to provide experienced resource personnel and services for New Jersey schools. Offers a variety of services. (The coalition has applied for a 603 grant under Title VI Section 603, Citizen Education for Cultural Understanding, USOE.)

New World Alliance. 733 - 15th Street, N.W. Suite 1131. Washington, DC 20005. (202) 347-6082.

A national new age, or transformation-oriented political organization. It is "a gathering of people from all areas of the country, from all walks of life, and from all parts of the social and economic spectrum, who have come together around a new vision of politics." The Alliance is working to foster "a politics of hope, healing, rediscovery, human growth, ecology, participation, appropriate scale, globalism, and technological spirituality."

The New World Coalition. 49 Boylston Street, Room 209. Boston, MA 02116.

The coalition has set up a social marketing programme, combining help for marketing products of community development corporations in the U.S. and an education programme on development at home and abroad. Publish the periodical Stop the Other America.

NEXTEP Fellowship Program. Southern Illinois University. Edwardsville, IL 62025.

Offers degree programs in humanizing classroom learning environments; theirs is one of the most comprehensive efforts in the field.

Nuclear Information and Resource Service. 1536 - 16th Street, N.W. Washington, DC 20036.

Has a toll free number which may be called to obtain answers to general and technical questions about nuclear power: 1-800-424-2477, M-F 1:00 p.m. to 5:00 p.m. EST.

One World: The Rich and the Poor (OW). 2401 Virginia Ave., N.W. Washington, DC 20037.

OW is a non-governmental organization established to promote an awareness of international development problems and how these affect Americans as citizens of an interdependent world. The focus of the project is on developing the consciousness of the "global village" in which we live. One of the major objectives of the group is to train people in communication skills in order to mobilize public opinion. OW now has activities underway in various cities throughout the U.S.

RESOURCE CENTERS

Oregon Global Studies. Oregon State University. Corvallis, OR 97331.
Write to Eric Swenson, Director.

The Oregon State Board of Education made global studies a requirement for high school graduation. For information contact the director.

Oxfam. Education Department. 274 Banbury Road. Oxford, England.

Attempts to increase young people's consciousness, responsibility, and self-confidence and to link them with others in developing countries working closely with individual teachers and children, schools, local education authorities, and the youth service in the United Kingdom. Produces many educational materials described in its booklet Oxfam Educational Materials.

Peace Research Laboratory. Character Research Association. 6251 San Bonita. St. Louis, MO 63105.

The purpose of the PRL is to promote a science of peace through using some of "our best intelligence to discover scientific techniques for building peace." Their work is based on the study of human character and the applicability of this information to the development of loyalty to humanity the world around. The PRL publishes a variety of materials, including a "Human Loyalty Questionnaire" and a peace studies curriculum. Inquire about their full list.

Peace Science Society International (PSSI). University of Pennsylvania. 3718 Locust Walk CR. Philadelphia, PA 19104. Write to Walter Isard or Stephen Weisswik.

A non-profit organization which promotes the research and study of conflict and conflict resolution. Toward these objectives, the Society regularly holds conferences and publishes two journals. A North American conference takes place annually, usually in November, and a second meeting is convened annually in Europe. The journals: Journal of Peace Science and Papers. The latter journal draws selectively from papers presented at PSSI conferences of the previous year. Current (1979) subscriptions to both journals are included in the annual membership dues (\$7.00). The Society was established in 1963.

Peaceworkers. Box 2. Lafayette, CA 94549. (415) 283-6500.

This non-profit organization has organized a United Nations Volunteer Peaceworkers' service. It is building a roster of persons trained in skills which make possible the peaceful resolution of conflicts. Such individuals, once identified, would provide mediation and conciliation services, arrange and participate in exchange visits, establish peace education centers, assist institutions in training volunteers, etc. The focus is on international concerns, but in-service training in urban laboratory projects will also be a part of the program.

Philadelphia Center for Humanistic Education. 8504 Germantown Avenue. Philadelphia, PA 19119.

Conducts teacher training workshops and distributes humanistic education books and materials. Write for a full list of their resources.

Planetary Citizens. 777 United Nations Plaza. New York, NY 10017.

The great thrust of its activities is to "articulate, to educate, to persuade, to bring forth the global realization of the One Human Family."

RESOURCE CENTERS

It publishes the newsletter "One Family," which includes a resource section, the periodical Planet Earth, and various articles and resource materials, issues a planetary passport. Write for a full list of their resources and activities.

Primary/Secondary Peace Education Network. Institute for Education in Peace and Justice. 3700 West Pine. St. Louis, MO 63108. Write to James B. McGinnis or Susan Carpenter at Rocky Mountain Center on Environment, 1115 Grant Street, Denver, CO 80203.

A peace network for those involved with primary and secondary education.

Psychosynthesis in Education. The Hill Center. Old Walpole Road. Walpole, NH 03608. (603) 756-3925.

The Hill Center Associates represent a wide range of experiences in the educational field ranging from work at the primary level to counseling, administration, etc. Their focus is the study and application of psychosynthesis' principles, methods and techniques in education. For an explanation of Psychosynthesis, see below.

Psychosynthesis Institute. 3628 Sacramento Street. San Francisco, CA 94118. (415) 929-8888.

The purpose and objectives of the Institute are: (1) to foster and support research in the principles and applications of psychosynthesis, and to disseminate information related to all aspects of psychosynthesis; (2) to offer training in the principles and practice of psychosynthesis to educators, counselors, and others involved in the "helping" professions; (3) to study the nature, problems and potentialities of genius, of individuals having highly developed talents, abilities, creativity or awareness; (4) to apply and develop psychosynthetic methods for the fullest development of such individuals, and for their harmonious and effective integration into society. The Institute publishes the journal Synthesis.

Psychosynthesis was developed by the psychiatrist Robert Assagioli. It is a comprehensive psychological and educational approach to the development of the whole person. It recognizes the source of conscious drives, and also posits the super-conscious (the Higher Self, Soul, etc.) as a realm from which originate man's higher impulses, altruistic love and will, humanitarian action, artistic and scientific inspiration, philosophical and spiritual insight, and the drive for purpose and meaning in life. In education, "psychosynthesis can be used in K-College levels to foster self-reliance, increase self-renewal, and to unlock students' potentials for inspiration and self-directed learning." It is believed that the methods used will ultimately lead to order and harmony, both in the individual and in society. Inquire about the various centers throughout the U.S.

Psychosynthesis Training Center. High Point Foundation. 647 N. Madison Ave. Pasadena, CA 91101. (213) 681-1033.

The Center is a non-profit organization founded for the purpose of presenting to the general public workshops, classes and seminars based on the principles and methods of psychosynthesis. It has a bookstore with a selection of psychological and metaphysical books. Inquire about its resources and activities. (For an explanation of Psychosynthesis, see above.)

Sane. 514 "C" Street, N.E. Washington, DC 20002. (202) 546-4868.

Their work involves two efforts: (1) To stop the MX Missile Campaign in Utah and Nevada, and (2) The economic conversion of military facilities to civilian production. Write for their literature.

Servas International. 194 Moor Lane. Crosby, Liverpool. England L23 2UH.

This is an international hospitality scheme for better understanding and friendship. It started in 1949 as "Peacebuilders." It seeks to spread the spirit of peace and community through intervisitation, linking up individuals and groups in more than 60 countries, and providing in each country lists of hosts willing to take travellers for two nights.

"Travellers will meet with traditional hospitality ranging from a guest room to a mat on the floor." It is a non-profit, non-political, inter-racial and interfaith organization. It has consultative status as a non-governmental organization with UNESCO.

Shakertown Pledge Group. 4719 Cedar Avenue. Philadelphia, PA 19143.

The purpose of this group is to have all "recognize that if the world family is to be cared for and fed, the U.S. must begin a wide-scale process of de-development and individuals must explore alternative lifestyles in which we consume only our fair share of the earth's resources." The group has written a pledge, "The Shakertown Pledge," asking people to sign it and send it in. Inquire about their resources and activities.

Society for Citizens in World Affairs, Inc. 301 Owen Hall. Indiana University. Bloomington, IN. President: Robert H. Hattery.

A "gathering together of citizen educators from the various sectors in the field of world affairs who share information and ideas." Publish a quarterly newsletter which reports on the current activities and publications of private organizations in the field of world affairs.

Society for International Development. 1346 Connecticut Avenue, N.W. Washington, DC 20036.

The purpose of SID is to provide a forum where interested persons--regardless of professional or academic background or nationality or political philosophy are able to exchange information, knowledge, and ideas on problems related to global development issues.

Spiritual Life-Line. 8470 Wilshire, Suite 209. Beverly Hills, CA 90211. (213) 652-9595.

A hot line in the L.A. area for individuals with questions or problems about their spiritual well-being. It is not affiliated with any specific organization or group. The purpose is to address questions and problems in terms of higher consciousness. It hopes to make the concepts of this higher consciousness applicable to everyday life and to "redefine the concepts of spirituality to fit within an active urban context." Its goal is to strengthen the individual's inner resources. Operating as a free community service, the Life-Line, through its trained volunteer listeners, offers general guidance, information and referrals, a speaker's bureau, group discussions and classes. As a volunteer organization, it is solely supported by donations. The Life-Line is available to anyone wishing to call between the hours of 6 p.m. to 10 p.m. seven days a week.

State Department of Pennsylvania. C/o Dr. Basil Karp. Pennsylvania State University. Worthington-Scranton Campus. Dunmore, PA 18512.

The state department of Pennsylvania is sponsoring a series of workshops in global education, as of April 24, 1980. For further information, contact Dr. Karp.

Stockholm International Peace Research Institute (SIPRI). Press Secretary. Sveavagen 166. S-113 46. Stockholm, Sweden.

An independent institute set up in 1966 to contribute to the understanding of the conditions for peaceful solutions of international conflicts. Conducts scientific research and publishes books, reports, and papers based on that research. Inquire about their full list. (Their materials are also available from Taylor and Francis Ltd., 10/14 Macklin Street. London WC 2B 5NF, England.)

Student Forum on International Order and World Peace. 1865 Broadway. New York, NY 10023.

"A group of students trying to make education more relevant to global social problems in general and to war and peace in particular." Publish the following: Studies Toward Peace; A Compendium of Selected Undergraduate and Graduate Courses in Peace and World Order, Vol. I, Nov. 1969 and Vol. II, Dec. 1970.

Synthesis Party. Box 3. Stockton, CA 95201. (209) 465-1422.

A new age political party with the following message: "All people of One Heart and Mind are welcome. We will bring about a United Humanity and United States of Awareness among people everywhere."

Transpersonal Education Network (TEN). Institute for Wholistic Education. Box 575. Amherst, MA 01002.

A network of people currently attempting to apply the principles and methods of the new age education at any level (K-graduate school). The plan is to update the list each year. If you wish to be included, write to the Institute c/o Jack Canfield.

UNESCO Associated School Project. UNESCO. Place de Fontenoy. 75700 Paris, France.

Over 900 schools in 62 countries (in 1977), 75% of which are secondary schools, are committed to three main themes for study: the role of the United Nations and international agencies in dealing with world problems, foreign peoples and cultures, and the principles of human rights and their application. Emphasis is on courses and projects that give a real sense of the content of and contact with another culture. Issue the circular International Understanding at School. For details of how your school can become involved, and/or further information, write to UNESCO.

UNESCO, Co-operative Action Programme. UNESCO, OPI. Place de Fontenoy. 75700 Paris, France.

"Development through self-reliance, and co-operation, rather than charity." This is the keynote of Unesco's co-action programme, which is an opportunity to participate directly, as an individual or as a member of a group (school, association, club, etc.) in one of the many projects described in a specially prepared catalogue and approved by the authorities in the

countries concerned. These projects are selected in response to the most urgent needs, particularly in the rural areas, and cover tasks as simple as the drilling of a village well, or as complex as the creation of training courses and professional facilities for community workers of all kinds.

United Focus. P.O. Box 5019. Seattle, WA 98105.

Provides a framework within which the fields of new age education, medicine, science, arts and humanistic business may unite in a synergistic system for holistic expression in all environments; acts as a clearinghouse to inform people of goodwill throughout the country in all walks of life of new age activities relating to these areas; provides a library of tapes, transcripts and publications for distribution and dissemination of new age methodology; publishes a United Focus Journal six times a year with articles and suggestions on new techniques and groups active in the area of planetary service, including examination of basic new age principles and their application to daily living.

The United Nations Association of the U.S.A. (UNA/USA). 833 United Nations Plaza. New York, NY 10017.

An independent, non-profit, nonpartisan organization which seeks to increase support for the UN. Its school resource collection brings together UN-related materials for teachers and students on a wide variety of subjects, including development, ecology, human rights, and non-Western cultures. A selected annotated bibliography for elementary and secondary schools and a portfolio of suggested projects on the UN and its agencies are available for \$.50 each. Inquire about their full list of resources.

United Nations Development Programme (UNDP). 866 United Nations Plaza. New York, NY 10017.

The world's largest program of multinational technical cooperation, working on global, regional, national, and local levels. The UNDP Display Kit (\$10.00) is a colorful set of posters depicting how 130 governments, over two billion people, and a score of international agencies are working together. Write UNDP for descriptions of available materials, slides, and films suitable for the elementary and secondary grades.

United Nations Volunteer Programme (UNVP). 866 United Nations Plaza. New York, NY 10017.

Their goal is to involve each generation in world citizenship. As of early 1975, UNVP had 206 volunteers from 46 countries around the world. Volunteers work as part of small multi-national teams in co-operation with UN agencies, host countries' experts, other volunteers, and more than 500 voluntary service organizations that sponsor volunteers. Recruited worldwide, the Volunteers are young university graduates and "seasoned craftsmen" eager to impart their experience to others, bringing fresh ideas and skills to help solve practical problems.

U.S. Committee for UNICEF. School Services. 331 E. 38th Street. New York, NY 10016.

Committed to global education which they define as that education which helps "to bring about a conscious awareness and an unselfish assumption of the interdependent responsibility we share with every other human being on this planet," they are providing curriculum workers, teachers,

parents and other community leaders with free and inexpensive materials and ideas to help raise the level of global awareness and to help each of us work together. Write for a full list of their materials. See also, Information Center on Children's Cultures.

The Voluntary Committee on Overseas Aid and Development (VCOAD). 69 Victoria Street. London SW1, England.

Acts as an informational, educational, and aid-coordinating organization for eight British voluntary organizations. VCOAD's Educational Unit provides information, advice, and teaching aids on questions related to world poverty and development, and publishes a monthly bulletin.

Wilmington College Peace Resource Center. Pyle Center Box 1183. Wilmington, OH 45177. (513) 382-5338.

This center "seeks to serve as a 'window on the world' for Hiroshima and Nagasaki so that their unparalleled spirit of forgiveness and concern for all humanity may inspire us to face up to the realities of the nuclear age and the need to develop global thinking and global cooperation through education and training for peace." House the Hiroshima/Nagasaki Memorial Collection. Publish a newsletter which is free on request. Inquire about their resources list.

Women's International League for Peace and Freedom. 1213 Race Street. Philadelphia, PA 19107.

Develop and publish curriculum materials for pre-K-12th grades and peace and peace-related topics. Inquire about their full list of publications.

The World Affairs Council of Philadelphia. John Wanamaker Store. Third Floor Gallery. 13th and Market Streets. Philadelphia, Pa. 19107. (215) 563-5363.

A non-profit, nonpartisan educational organization whose purpose is to provide the community with opportunities to discuss and analyze the facts and issues shaping world affairs, American foreign policy and related international and domestic issues. The Council believes that agreement in a democracy is not essential, but participation is. Publish Interdependence Curriculum Aid, a K-12 curriculum available for \$3.00.

World Association for the School as an Instrument of Peace. 27, Eaux-Vives. 1207 Geneva, Switzerland.

Seeks to instill in teachers an awareness of universal human values which transcend governments, national boundaries and other differences and to make schools instruments of peace. Stresses pluralism through mutual respect in order to enrich human relations through tolerance, and participation through the sharing of responsibilities. Their stated purpose: "The school has to make of each individual a world citizen, aware of his (her) rights and duties, and above all, capable to live up to them. 'To arm the mind in order to disarm the hand,' such is our purpose." They put forth "Six Universal Principles of Civic Education," publish the periodical, School and Peace, and various other materials which discuss educational theories and approaches to achieve their stated goals and principles.

World Citizens Assembly. P.O. Box 2063. San Francisco, CA 94126.

It first convened in 1975 in San Francisco. It comprised 500 world citizens who gathered from 22 countries and resolved to combine their efforts, and form a movement to unite the people of the world, elect delegates to a world assembly and help achieve permanent peace through a democratic people-to-people political system of global dimensions. Regional assemblies were held in 1976 and 1977 throughout the world, and again convened as a total entity in Tokyo in 1980. Their purpose being to "build a world community." Their current activities are focused in the following four areas: (1) stopping the arms race; (2) meeting basic human needs and preserving the environment; (3) promoting education for world community and citizenship; (4) developing supra-national and global institutions.

World Education Center. Project of the Bay Area Consortium for World Education. 1730 Grove Street. Berkeley, CA 94709. (415) 845-1992.
Director: Sister Helen Garvey.

A service outreach program that seeks to catalyze, develop and root in Catholic schools and religious education programs an integrated approach to education that is set in a global perspective. The Center provides professional assistance to pre-collegiate educators, helping them (1) increase their students' knowledge and understanding of world affairs and problems of the human community; (2) develop students' abilities to recognize and evaluate different points of view; (3) relate religious values and Catholic social teaching to problems in this field. The Center offers workshops and in-service programs, consulting assistance in planning and evaluating leadership training and internships for teachers. Publishes the newsletter, "Peace Notes," which is free, and various other resource materials. Write for their full list of resources and services.

World Education Fellowship. Connecticut Chapter (WEFCONN). Box U-32 School of Education. The University of Connecticut. Storrs, CT 06268. (203) 486-3321.

A membership organization related to the World Education Project. It is one of six chapters in the U.S. Section of the World Education Fellowship. The WEF is an organization founded in Calais, France in 1921, sections of which are now functioning in 21 countries, and the world-wide membership exceeds 20,000. It has consultative status with UNESCO. WEFCONN is undertaking to implement world order studies which include concerns and issues shared by all humanity such as human rights, the role of education in development, futuristics, social justice, irenics, etc. It has several publications including World Education Monographs. Sponsors conferences and workshops, and provides evaluation guidelines for global studies. It cooperates with the following institutions: the Center for International Education at the University of Massachusetts, and the Center for World Education at the University of Vermont.

World Goodwill. 866 United Nations Plaza. Suite 566/7. New York, NY 10164.

The overall purpose of World Goodwill is the establishment of right human relations through the practical application of the principle of goodwill. Among its activities, it publishes the following: "World Goodwill Newsletter"--a quarterly bulletin combining comment and information on world affairs with details of the work and programme of world goodwill; literature on the "New Group of World Servers," the "Energy of Goodwill,"

"International Unity," the problems of population, human rights, disarmament, etc. Their publications, which are sent free upon request, provide a spiritual perspective through which to view today's most pressing world problems. Inquire about their full list of publications.

The World Law Fund. 11 West 42nd Street. New York, NY 10036.

A non-profit organization created in 1961 to engage in a wide range of educational activities leading to the development of world order. Its School Program, in 1973, developed a transnational curriculum unit for 11-13 year olds on global issues, "Earthship: A Planet in Crisis."

The World Order Institute. Please see, Institute for World Order.

World Order Models Project. 1140 Avenue of the Americas. New York, NY 10036.
Designer: Saul Mendlovitz.

The project is an on-going effort by a group of individuals from different parts of the world whose aim is to understand, predict, and help shape the future. The project aims to analyze global problems and project them over the last quarter of the 20th Century, design models of alternative futures or preferred worlds, and suggest alternative strategies of how to get there.

World Studies Project. One World Trust. 37 Parliament Street. London SW1, England.

The aim of the project is to encourage a dual perspective in education--global and national; and to assist secondary school teachers in dealing with issues in world society such as world poverty, pollution, violence and oppression, disarmament, world law, and human rights. The members of the project hold consultations, workshops, conferences in teachers' centers, individual schools, and colleges of education. Publishers of: Learning for Change in a World Society: Reflections, Activities, Resources (1976).

World Union International Center. Sri Aurobindo Ashram. Pondicherry, 605002, India. Secretary-General: A. B. Patel.

The main purpose of this center is world integration, i.e., the formation of global unity. Their belief is that "unity is not something to be built up and achieved, but it is a fact to be discovered through the progressive, steady, deepening and heightening of the consciousness--a constant process of self-education and world-education." Publish the periodical, World Union Focus.

World Without War Council. 1730 Grove Street. Berkeley, CA 94709.
(Northern California Regional Office). President: Robert Pickus.

One of several regional offices throughout the U.S. which offers over 50 resources for teaching about peace in elementary and/or secondary schools. Some of the resources are specifically for the teacher and others are student materials. They range from background material to specific curriculum units. Most can be incorporated into courses already being taught. The Council believes "that 'peace education' includes teaching about global interdependence, about international institutions, about the sources of conflict and how it can be resolved in non-violent ways, about world-wide economic and social issues, and about the worth of every human person." The midwest office houses a bookstore with an extensive selection of peace

and peace-related literature. For the address of the other regional offices, and a list of publications and materials available through the bookstore, write to the above address.

Worldwatch Institute. 1776 Massachusetts Ave., N.W. Washington, DC 20036.

An international research organization funded by private foundations and United Nations Agencies which aim to focus public attention on emergency global issues. Publish, Worldwatch Papers.

YFP. Suite 300. 260 South 15th Street. Philadelphia, PA 19102. Director: Vincent Cohen.

The American chapter of the International Youth and Student Movement for the United Nations. Publishes the Journal of Youth and Students for Peace, and has a network for peace in 10 cities throughout the U.S. For details, write to the director.

ACTIVE STUDENT PARTICIPATION/ACTION-LEARNING/CAREERS*

"One must not only believe in world unity, but must also feel part of the unity. Every individual, intentionally or not, influences those around him (her)--friends, family, business associates. It is in these relationships that the individual can begin working, through understanding, towards this unity."

World Union, 1975

* For the addresses not given in full, please see, "Publishers and Distributors" toward the end of the Manual.

ACTIVE STUDENT PARTICIPATION/ACTION-LEARNING/CAREERS

Action. 806 Connecticut Avenue, N.W. Washington, DC 20525.

An organization which supports social participation programs which are also known as action-learning programs. Write for details.

Action and Careers in a New Age. American Personnel and Guidance Association Peace Commission (APGA). Available from APGA Book Officer, 1607 New Hampshire Ave., N.W. Washington, DC 20007.

Outlines activities, organizations, studies, and careers concerned with international understanding. Of particular value to peace educators.

Association for Supervision and Curriculum Development. 1701 "K" Street, N.W. Washington, DC 20006.

An organization which supports social participation programs which are also known as action-learning programs. Write for details.

Center for Youth Development and Research. 301 Walter Library. Minneapolis, MN 55455.

An organization which supports social participation programs which are also known as action-learning programs. Write for details.

Community Resources Ltd. P.O. Box 174. Ann Arbor, MI 48108.

An organization which supports social participation programs which are also known as action-learning programs. Write for details.

International Directory of Youth Internships (IDYI). C/o U.S. Committee for Unicef. 331 E. 38th Street. New York, NY 10016.

IDYI is an annual catalogue of volunteer/intern possibilities available for youth within the specialized agencies of the UN and their cooperating non-governmental organizations. The catalogue lists volunteer opportunities in program development, community action, research, writing, and other opportunities. Excellent opportunity for meaningful and constructive summer employment.

National Association of Secondary School Principals. 1904 Association Drive. Reston, VA 22091.

An organization which supports social participation programs also known as action-learning programs. Write for details.

National Commission on Resources for Youth. 36 West 44th Street. New York, NY 10036.

An organization which supports social participation programs which are also known as action-learning programs. Write for details.

National Council for the Social Studies. 1201 - 16th Street, N.W. Washington, DC 20036.

An organization which supports social participation programs also known as action-learning programs. Write for details.

New Careers and New Societies. Elise Boulding. Institute for Behavioral Science. University of Colorado. Boulder, CO 80302. \$1.00.

Lists possible careers for those interested in peace studies, e.g., specialists in nonviolence, diplomats and mediators, world order specialists, teachers, work in the multi-national business community, world media specialists, etc.

Peace Studies. College Courses on Peace and World Order. Editors: Charles R. Beitz, Michael Washburn, and Thomas G. Weiss. Institute for World Order. University Program. New York, NY C1973. \$2.00.

Of interest to high school students wishing to pursue higher education in the area of peace and world order.

Students as Agents for Social Change. Institute for Education in Peace and Justice. St. Louis, MO. \$1.00

A mini-manual which presents a program for schools to involve students in service/social change projects. Identifies goals, outlines significant content, presents specific teaching suggestions, and provides annotated bibliographical information.

Social Science Laboratory Units. Science Research Associates, Inc. Chicago, IL.

Involves students (grades 4-6) directly in a study of dynamics of human relations. They read, listen to and role-play samples of behavioral interaction, discuss inferences about what happened, then inquire into values. Unit One introduces pupils to some of the tools and methods used by social scientists to investigate human behavior. Each of the other six units presents a related area of social psychology for the age group: understanding differences between people, friendly and unfriendly behavior, growing up, group dynamics, decision-making by individuals and groups, influences and social power. Includes: Social Science Resource Book, seven project books, five 33-1/3 rpm records, teacher's guide, and Teacher's Role in Social Science Investigation.

U.S. and World Community Intern Program. World Without War Council, Inc. 175 Fifth Avenue. The Flatiron Building. New York, NY 10010.

Details of a year-long Council-managed program which finds, trains, and places young people in staff positions in peace and global education-related fields. The attempt is to meet the need for "steady, qualified, capable, and committed leadership in this area."

PUBLISHERS/DISTRIBUTORS--ADDRESSES

"Babies are born with a blank mind and then are 'wired in' by education and their social environment. It will become increasingly important, if we wish to establish right human relations, to give the children the right education. This is probably the most important problem we have to face on this planet. Children are 'wired in' with slanted values and distorted information about our globe, its people and the human destiny."

Robert Muller, December 1977

PUBLISHERS/DISTRIBUTORS--ADDRESSES

Agni Press. 84-87 Parsons Blvd. Jamaica, NY 11432.

Allyn and Bacon, Inc. 470 Atlantic Avenue. Boston, MA 02210.

Alternatives Bookstore. 1124 Main Street. P.O. Box 1707. Forest Park, GA 30050.

American Freedom from Hunger Foundation. 1625 "I" Street, N.W. Washington, DC 20006. (202) 254-3487.

American Friends Service Committee. 1428 Lafayette Street. Denver, CO 80218.

10003.

15 Rutherford Place. New York, NY

19102.

1515 Cherry Street. Philadelphia, PA

Ames Research Institute for Studies in Education. Iowa State University of Science and Technology. Ames, IA 50010.

The Arcane School. 866 United Nations Plaza. Suite 566/7. New York, NY 10164.

Argus Communications. 7440 Natchez Avenue. Niles, IL 60648.

Association for Childhood Education International (ACEI). 3615 Wisconsin Avenue, N.W. Washington, DC 20016.

Association for Supervision and Curriculum Development. 225 No. Washington St. Alexandria, VA 22314. (703) 549-9110.

Audio-Visual Library Service. University of Minnesota. 3300 University Avenue, S.E. Minneapolis, MN 55415.

Aurora Public Schools. 1085 Peoria Street. Aurora, CO 80011.

Avon Books. Education Dept. Rm. 329. 959 Eighth Avenue. New York, NY 10019.

Bantam Books. 271 Madison Avenue. New York, NY 10016.

Beautiful Day Books. 5008 Berwyn Road. College Park, MD 20740.

Bobbs-Merrill Co., Inc. 4300 West 62nd St. Indianapolis, IN 46206.

Brain/Mind Bulletin. P.O. Box 42211. Los Angeles, CA 90042.

The Brethren Press. 1451 Dundee Ave. Elgin, IL 60120. (312) 742-5100.

California Newsreel. 630 Natoma Street. San Francisco, CA 94103.

PUBLISHERS/DISTRIBUTORS--ADDRESSES

Canadian Commission for Unesco. 255 Albert Street. Ottawa, Canada.
(613) 237-3400.

Canadian International Development Agency (CIDA). Information Division.
122 Bank Street. Ottawa, Ontario, K1A 0G6 Canada.

Canadian Peace Research Institute Press. 119 Thomas Street. Oakville,
Ontario, L6J 3A7 Canada.

Caterpillar. Box 14302. Dayton, OH 45414.

Celestial Arts. 231 Adrian Road. Millbrae, CA 94030.

Center for Conflict Resolution. 420 North Lake St. Madison, WI 53715.

Center for Global Perspectives (in Education). Please see, Global Perspectives in Education.

Center for Peace and Conflict Studies. Wayne State University. 5229 Cass
Avenue. Detroit, MI 48202.

Center for Teaching About Peace and War. Changed its name to Center for
Peace and Conflict Studies. Please see above.

Center for Teaching International Relations. Graduate School of International
Studies. University of Denver. Denver, CO 80210.

Center for World Education. University of Vermont. Prospect St. Burlington,
VT 05401. For rental, you may call collect: (802) 656-2030.

Change Magazine Press. 271 North Avenue. New Rochelle, NY 10801.

Charles C. Thomas Publishers. 301-327 E. Lawrence Avenue. Springfield,
IL 62717.

Charles E. Merrill Publishing Co., a Division of Bell and Howell Co.
1300 Alum Creek Drive. Columbus, OH 43216. (614) 258-8441.

Chelmsford Public Schools. Chelmsford, MA 01863.

CITP. 250 Oak Grove Avenue. Menlo Park, CA 94025.

Community Alternatives. West 16th Street. Vancouver, B.C. Canada.

COPRED. Center for Peaceful Change. Stopher Hall. Kent State University.
Kent, OH 44242.

Council on Religion and International Affairs. 170 E. 64th Street. New York,
NY 10021.

Crane, Russak and Co., Inc. 3 E. 44th Street. New York, NY 10017.
(212) 867-1490.

PUBLISHERS/DISTRIBUTORS--ADDRESSES

Delta Publishing Co., Inc. 1 Dag Hammarskjold Plaza. 245 East 47th Street. New York, NY 10017.

Doubleday and Co., Inc. 245 Park Avenue. New York, NY 10017.

E. J. Arnold and Son. Butterly Street. Hunslet Lane. Leeds 10. United Kingdom.

Earthrise. Box 120 Annex Station. Providence, RI 02901.

Education Development Center, Inc. Social Studies Program. 39 Chapel Street. Newton, MA 02160.

Educational Manpower, Inc. P.O. Box 4272-F. Madison, WI 53711.

EMC Corporation. 180 East 6th Street. St. Paul, MN 55101.

Employment Research Associates. 105 East Washtenaw. Lansing, MI 48933.

Field Educational Publications. 2400 Hanover St. Palo Alto, CA 94304.

Film Images, A Division of Radim Films. 17 West 60th Street. New York, NY 10023.

Findhorn Publications. The Park. Forres IV36 OTZ Scotland.

First There Was the Bomb. 944 Market Street. Rm. 508. San Francisco, CA 94102.

Foreign Policy Association. 205 Lexington Avenue. New York, NY 10016.

Foreign Policy Association Schools Project. 345 E. 46th Street. New York, NY 10017.

Four Winds Press (Scholastic Book Services). 50 W. 44th Street. New York, NY 10036.

Free Press. 866 Third Avenue. New York, NY 10022.

Freededeeds. 72 Fifth Avenue. New York, NY 10011.

Friends Peace Committee. Please see, American Friends Service Committee (Pennsylvania).

General Education Services. P.O. Box 30008. Lansing, MI 48909.

Glen Falls City Schools. Glen Falls, NY 12801.

Global Development Studies Institute. P.O. Box 522. 14 Main Street. Madison, NJ 07940.

Global Education Associates. 552 Park Avenue. East Orange, NJ 07017. (201) 675-1409.

PUBLISHERS/DISTRIBUTORS--ADDRESSES

Global Perspectives in Education. 218 E. 18th Street. New York, NY 10003.
(212) 228-2470.

Greenleaf Books. Weare, NH 03281.

Greenwood Press. 51 Riverside Avenue. Westport, CT 06880.

Harper's Magazine Press. 1255 Portland Place. Boulder, CO 80323.

The Hartley Film Foundation, Inc. 279 E. 44th St. New York, NY 10017.

The Healing Strings. P.O. Box 1093. Deer Park, WA 99006. (509) 276-8514.

Holt, Rinehart and Winston Publishers. Box 3323. Grand Central Station,
New York, NY 10017.

Human Sciences Press. 75 Fifth Avenue. New York, NY 10011.

Information Center on Children's Cultures. 331 E. 38th Street. New York,
NY 10016.

Institute for Education in Peace and Justice. 3700 West Pine Street.
St. Louis, MO 63108.

Institute for the Study of Peace. St. Louis University. 221 N. Grand Blvd.
St. Louis, MO 63103.

Institute for Wholistic Education. Box 575. Amherst, MA 01002.

Institute for World Order, Inc. 777 United Nations Plaza. New York, NY
10017. (212) 490-0010.

Impact Publishers. P.O. Box 1094. San Luis Obispo, CA 93406.

IPC Science and Technology Press Ltd. IPC House. 32 High Street.
Guildford, Surrey, England GU 13 EW.

J. Weston Walch Publishers. P.O. Box 658. Portland, ME 04104.

Jane Addams Peace Association. 1213 Race Street. Philadelphia, PA 19107.

John Day Co., Inc. C/o Harper and Row. 10 East 53rd Street. New York, NY
10022.

Judgement Films. 115 W. 45th Street. New York, NY 10036.

KTO Press (Kraus International). Route 100. Millwood, NY 10546.
(914) 762-2200.

Kerdall Hunt Publishing Co. 2460 Kerper Blvd. Dubuque, IA 52001.

Khalsa String Band. 1704 "Q" Street. Washington, DC 20009.

PUBLISHERS/DISTRIBUTORS--ADDRESSES

Krishnamurti Foundation (of America). Box 216. Ojai, CA 93023.

L P Publications. P.O. Box 7601. San Diego, CA 92107.

Laidlaw Brothers, a Division of Doubleday and Co., Inc. Thatcher and Madison. River Forest, IL 60305. (312) 369-5320.

Lothrop, a Division of William Morrow and Co., Inc. Warehouse. 6 Henderson Drive, West. Caldwell, NJ 07006.

The Love Project. Please see, L P Publications.

Lucis Trust. 866 United Nations Plaza. Suite 566/7. New York, NY 10164.

MacMillan Co. 866 Third Avenue. New York, NY 10022.

Management Institute for National Development. 230 Park Avenue. New York, NY 10017.

Mandala. Box 796. Amherst, MA 01002.

Matagiri. Mt. Tremper, NY 12457.

McDougal, Littel, and Co. P.O. Box 1667-C. Evanston, IL 60204.

McGraw Hill Book Co. Text Film Division. 1221 Avenue of the Americas. New York, NY 10020.

Mennonite Central Committee. 21 South 12th Street. Akron, PA 17501.

Mershon Center. Ohio State University. 199 West Tenth Avenue. Columbus, OH 43201.

Mid-America Program for Global Perspectives (in Education). Social Studies Development Center. 513 North Park. Bloomington, IN 47401.

Michigan State Department of Education. P.O. Box 30008. Lansing, MI 48909.

Movement for a New Society. 4722 Baltimore Ave. Philadelphia, PA 19143; in the Southeast: Atlanta MNS. Box 5434. Atlanta, GA 30307.

N. H. Abrams (Times Mirror Co.). 110 E. 59th St. New York, NY 10022.

National Council for the Social Studies. 1201 - 16th Street, N.W. Washington, DC 20036.

The New Manhattan Project. Please see, American Friends Service Committee (New York, NY).

New Viewpoints. Franklin Watts. 730 Fifth Ave. New York, NY 10019.

PUBLISHERS/DISTRIBUTORS--ADDRESSES

New York State Education Department. Center for International Programs.
Educational Building. Albany, NY 12234.

Nonviolence and Children's Programs. Please see, American Friends Service
Committee (Pennsylvania).

Norton and Co., Inc. Please see, W. W. Norton and Co., Inc.

Ocean Education Project. 245 Second Street, N.E. Washington, DC 20002.

Operation Turning Point. 777 United Nations Plaza. New York, NY 10017.
(212) 575-0055.

Orbis Books. Maryknoll, NY 10545.

Overseas Development Council. 1717 Massachusetts Avenue, N.W. Suite 501.
Washington, DC 20036.

Paulist Press. 545 Island Road. Ramsay, NJ 07446.

Peace Education Program Resources. Please see, American Friends Service
Committee (Pennsylvania).

The Peace Platform Committee. 110 South Dearborn St. Chicago, IL 60603.
(312) 236-7460.

Peace Research Laboratory. 438 North Skinker. St. Louis, MO 63130.

Peace Studies Program. American Friends Service Committee. 980 North Fair
Oaks Avenue. Pasadena, CA 91103.

Pennsylvania Department of Education. 13th and Spring Garden. Philadelphia,
PA 19123.

Pergamon Press. Maxwell House. Fairview Park. Elmsford, NY 10523.

Phi Delta Kappa Educational Foundation. 8th and Union. P.O. Box 789.
Bloomington, IN 47402. (812) 339-1156.

Planetary Citizens. 777 United Nations Plaza. New York, NY 10017.

Prentice-Hall. Educational Book Division. Englewood Cliffs, NJ 07632.

Princeton University Press. 41 William Street. Princeton, NJ 08540.
(609) 452-4900.

Professional and Reference Book Division. The McGraw-Hill Book Co.
1221 Avenue of the Americas. New York, NY 10020.

Program of Studies in Peace and Development. St. Joseph's College.
Philadelphia, PA 19131.

PUBLISHERS/DISTRIBUTORS--ADDRESSES

- Psychosynthesis Institute. 3628 Sacramento Street. San Francisco, CA 94118. (415) 929-8888.
- Quaker Project on Community Conflict. Please see, American Friends Service Committee (New York).
- Rand McNally Co. P.O. Box 7500. Chicago, IL 60680. (312) 673-9100.
- Random House, Inc. 201 E. 50th Street. New York, NY 10022.
- SANE. 318 Massachusetts Avenue, N.E. Washington, DC 20002.
- Savitriam. 4801 Yellow Wood Avenue. Baltimore, MD 21209.
- Scholastic Magazine. 50 W. 44th Street. New York, NY 10036.
- Science Research Associates, Inc. 259 East Erie St. Chicago, IL 60611.
- Scott, Foresman and Co. 1900 E. Lake Avenue. Glenview, IL 60025.
- Selective Educational Equipment, Inc. 3 Bridge St. Newton, MA 02195.
- Service Center. United Methodist Board of Global Ministries. 7820 Reading Road. Cincinnati, OH 45237.
- Service Department Law of the Sea Project. 100 Maryland Avenue, N.E. Washington, DC 20002.
- Sespa Science Teaching Group. 9 Walden St. Jamaica Plain, MA 02130.
- Silver Burdett Co. Morristown, NJ 07960.
- Simile II. P.O. Box 1023. La Jolla, CA 92037.
- Simon and Schuster. 1230 Avenue of the Americas. New York, NY 10020.
- Social Science Education Consortium, Inc. 855 Broadway. Boulder, CO 80302.
- Social Studies Development Center. 513 North Park. Bloomington, IN 47401.
- Social Studies School Service. 10,000 Culver Blvd. Culver City, CA 90230.
- Spoken Arts. 59 Locust Avenue. New Rochelle, NY 10801.
- St. Martin's Press, Inc. 175 Fifth Avenue. New York, NY 10010.
- Stanley Foundation. 420 East Third Street. Muscatine, IA 52761.
- Student Forum on International Order and World Peace. 1865 Broadway. New York, NY 10023.

PUBLISHERS/DISTRIBUTORS--ADDRESSES

Sufi Order Publications. P.O. Box 568. Lebanon Springs, NY 12114.

Sundial House. Nevill Court. Turnbridge Wells. Kent, England.

Taplinger Publishing Co., Inc. 200 Park Ave., S. New York, NY 10003.

Transnational Academic Program. Please see, Institute for World Order.

Transnational Intellectual Cooperation Program. Please see, Mershon Center.

UNALA. 487 S. Fairfax. Los Angeles, CA 90036.

UNA/USA. 833 United Nations Plaza. New York, NY 10017.

UNA/USA Pacific Chapter. 1048 Westwood Blvd. Los Angeles, CA 90024.

Unicef. 331 East 38th Street. New York, NY York 10016.

Unicef School Services. Please see, Unicef.

Unigraph. 1428 Harvard Street. Seattle, WA 98122.

United Documentary Films (Transit Media). P.O. Box 315. Franklin Lakes, NJ 07417.

United Nations Bookstore. United Nations Headquarters. New York, NY 10017.

United Nations Office of Public Information. United Nations Headquarters. New York, NY 10017.

Uniterre. P.O. Box 159. New York, NY 10023.

The University of Michigan Press. P.O. Box 1104. Ann Arbor, MI 48106. (313) 764-4391.

The University of North Carolina Press. P.O. Box 2288. Chapel Hill, NC 27514. (919) 933-2105.

University of Trees Press. P.O. Box 655. Boulder Creek, CA 95006.

U.S. Committee for Unicef. 331 E. 38th Street. New York, NY 10016.

Wadsworth Publishing Co., Inc. 6 Bound Book Court. N. Scituate, MA 02060.

Washington Square Press, a Division of Simon and Schuster, Inc. 1230 Avenue of the Americas. New York, NY 10020.

Westview Press. 5500 Central Ave. Boulder, CO 80301. (303) 444-3541.

William C. Brown Co. 2460 Kerper Blvd. Dubuque, IA 52001.

PUBLISHERS/DISTRIBUTORS--ADDRESSES

Wilmington College Peace Resource Center. Pyle Center Box 1183. Wilmington, OH 45177. (513) 382-5338.

Wingspread Conference Center. Johnson Foundation. 33 Four Mile Road. Racine, WI 53402.

Winston Press. 430 Oak Grove. Minneapolis, MN 55403.

WMSE Publications. Box 1003. Leesburg, VA 22075.

Wonderchild. C/o I.W.E. Box 575. Amherst, MA 01002.

World Affairs Council of Philadelphia. John Wanamaker Store. 13th and Market Streets. Philadelphia, PA 19107.

World Eagle. 64 Washburn Avenue. Wellesley, MA 02181.

World Education Project. U-32 School of Education. The University of Connecticut. Storrs, CT 06268.

World Goodwill. 866 United Nations Plaza. Suite 566/7 New York, NY 10164.

World Neighbors. 5116 North Portland. Oklahoma City, OK 73112.

World Order Research Institute. Villanova University. Villanova, PA 19085.

World Studies Project. 24 Palace Chambers. Bridge Street. London, SW1A 2JT, England.

W. W. Norton and Co., Inc. 500 Fifth Avenue. New York, NY 10036.

World Without War Bookstore. 67 E. Madison, Suite 1417. Chicago, IL 60603. (312) 236-7459.

World Without War Council. 1430 Grove Street. Berkeley, CA 94709.

World Without War Council, Midwest. 67 E. Madison Street. Chicago, IL 60603.

World Without War Publications. 7245 South Merrill. Chicago, IL 60649.

Yale University Press. 302 Temple Street. New Haven, CT. Send orders to: 92A Yale Station, New Haven, CT 06520.

Yes, Inc. 1035 31st Street, N.W. Washington, DC 20007.

ZBS Foundation. R.D. #1. Fort Edwards, NY 12828.

EVALUATION

"Do ye hear the children weeping, O my brothers...
...the young, young children, O my brothers,
They are weeping bitterly!
They are weeping in the playtime of the others..."
Elizabeth B. Browning,
The Cry of the Children

PRE- AND POST-ATTITUDE QUESTIONNAIRE ON GLOBAL DEVELOPMENT*

For numbers one through seven, please write "agree" or "disagree" in the blank on the right.

1. People are poor because they are lazy. _____
2. Most Americans have an accurate idea of how Africans live. _____
3. If poor nations would adopt the United States economic and political systems of capitalism and democracy, they would develop more rapidly. _____
4. The United States government should spend more to help developing countries. _____
5. Poverty in the United States and poverty in the developing countries of the world are not really related in any way. _____
6. If developing countries would adopt a Communist Chinese economic and political system, they would develop more rapidly. _____
7. Discrimination and oppression cause poverty around the world. _____
8. Write the first five words that come to your mind when you hear the word "poverty."

9. The major problems in the world for the rest of this century will be: (choose three)
shortage of food, pollution, weapons race, future shock, inflation, disease, overpopulation, unemployment, energy crisis, war, widening rich-poor gap, urban slums, other.
10. Check the two statements which come closest to your thinking.
 - () a. The problem of world poverty is so enormous and complex that I don't see how my life or my efforts will really make much difference.
 - () b. The problem of world poverty is my problem, since the future of my life is tied to the lives of all other people on earth.
 - () c. The problem of world poverty is solvable, and my responsibility is to do everything possible to get people and governments to practice the solutions.
 - () d. The problem of world poverty is mostly a problem of foreign countries, and it will have little effect on my life as a citizen of the United States.
 - () e. The problem of world poverty is so urgent that I can't wait to know all I need to know before I take action to combat poverty.

*Taken from Interdependence Curriculum Aid. The World Affairs Council of Philadelphia and the School District of Philadelphia. Philadelphia, PA. 1977 p. 37. (For a Pre- and Post-Knowledge Questionnaire, please see p. 34 of the Aid.)

EVALUATION OF CURRICULUM MATERIALS

(An adaptation of the National Council for the Social Studies' Curriculum Guide: "Evaluation of Curriculum Materials; Evaluation Checklist")*

Do the Materials: S=Strongly H=Hardly at all M=Moderately

- | | S | M | H |
|--|---|---|---|
| 1. Allow students to become involved in the formulation of goals, the selection of activities, and the assessment of curriculum outcomes? | | | |
| 2. Focus on the interdependent nature and global aspects of the geophysical, economic, social, and political world? | | | |
| 3. Emphasize active as opposed to passive learning? | | | |
| 4. Present objective analyses and encourage students to attempt global or globally-oriented formulations of present and controversial problems such as racism and war? | | | |
| 5. Discuss and emphasize the "Oneness of humanity," or the shared "human condition"? | | | |
| 6. Offer students the opportunity to meet and work with members of racial, cultural, and ethnic groups other than their own? | | | |
| 7. Discuss the need for and present activities to help students develop empathy, compassion, and understanding for all the world's diverse people? | | | |
| 8. Highlight the need for students to develop a sense of both self-responsibility and social responsibility (for the group, the community, the nation, and the world)? | | | |
| 9. Call for participation both in and out of school? | | | |
| 10. Help the student develop proficiency in methods of inquiry in the social sciences and in techniques for processing social data? | | | |
| 11. Present linkages between the immediate social environment of students and the larger (global) social world? | | | |

*The NCSS "Evaluation Checklist" may be obtained by sending \$1.50 to Social Studies Curriculum Guidelines. National Council for the Social Studies. 1515 Wilson Bend, Suite 101. Arlington, Virginia 22209.

12. Include the study of humanity's present and past achievements (world-wide) including policies contrary to present national goals?
S M H
13. Specify carefully selected and formulated objectives?
S M H
14. Represent the domains of knowledge, abilities, valuing, and social participation in their objectives?
S M H
15. Present classroom instruction and materials based upon clearly stated objectives?
S M H
16. Suggest a wide and rich range of learning activities appropriate to the objectives set forth?
S M H
17. Suggest activities which include the processes of making decisions about community, national, and global socio-civic affairs?
S M H
18. Suggest activities which involve students in their immediate, national and global "communities?"
S M H
19. Present learning activities which are sufficiently varied and flexible?
S M H
20. Suggest activities which use the school and community as a learning "mini"-laboratory, from which to draw lessons applicable to the global community?
S M H
21. Present learning experiences organized in such a fashion that students learn how to continue to learn?
S M H
22. Assess the student according to progress made in knowledge, abilities, valuing, and participation?
S M H
23. Present evaluation as a means to help students better recognize and use their potential, rather than as a punitive measure?
S M H
24. Allow for self (student), peer, and teacher evaluations?
S M H
25. Suggest means of evaluation which are non-competitive?
S M H

"Analyzing and Evaluating Classroom Games." Judith A. Gillespie. Social Education. Jan. 1972.

A highly useful discussion of criteria for evaluating simulation games, centering around six questions: what is the central problem presented in the game; what choices are available to players; what are the different moves or activities provided for players; what are the rules for the game; how is the game organized; and, what summary activities conclude the game?

Does It Work? Evaluation Guidelines for Global Studies Teachers.

J. Carlisle Sivey. Global Development Studies Institute (GDSI). P.O. Box 522. 14 Main Street. Madison, NJ 07940.

Prepared to help the individual teacher decide if a certain course outline or resource material "would work." It examines basic approaches and techniques of evaluation for the teacher to use as best fits his/her particular situation from the planning to the reporting stages. Includes appendices with specific examples of the techniques mentioned in the text. Includes a bibliography for both evaluation and global studies.

Peace Education: Evaluating Textbooks. Leaflet. Helen Garvey. World Without War Council. Berkeley, CA. No charge.

Offers various questions designed to help teachers evaluate textbooks. Questions are subsumed under the following topics: peace, conflict, world law, world community, change and development, achieving agreement on goals, nonviolence, values. Although the questionnaire was designed for religious textbooks, it is easily applicable to all textbooks and the few questions related to religion do not need to be addressed.

"Ten Quick Ways to Evaluate Global Education Materials." Brochure. Consortium on Peace Research Education and Development (COPRED). Kent, OH.

"The guidelines or criteria are drawn in part from 'world order' values and in part from a number of existing evaluation instruments." The questions were designed to guide your thinking in doing informal evaluations of curricular materials. Inquire about more detailed evaluation instruments.

"What's In Your Textbook; Examining Social Studies Textbooks for Grades 4, 5, 6." Helen Garvey. World Without War Council. Berkeley, CA. 1978. No charge.

Evaluates several standard publisher textbooks according to the following dimensions: overview, worldview, community/culture, war/peace, pluses, cautions. Evaluates the following textbooks: Houghton-Mifflin, Windows on Our World (1976); Addison-Wesley, People: Cultures, Times, Places (1976); Follett, Exploring Our World (1977); Silver Burdett, Social Science (1976).